

**Agenda: May 16, 2024**

2:00-4:00 PM

**Videoconference**

Meeting materials are available: <https://dms.senate.ucla.edu/~councils.and.committees/?LgA.upcoming>

Action	Time	Item
	<b>2:00-2:05</b> <i>A. Kasko</i>	1. <b>Roll Call/Call to Order</b>
Consent Calendar*		2. <b>Minutes of Meeting*</b> a. Legislative Assembly, April 4, 2024 b. Emergency Special Legislative Assembly, May 10, 2024
Information	<b>2:05-2:35</b> <i>D. Hunt</i>	3. <b>Announcements by the Executive Vice Chancellor and Provost</b> <i>Guest: Darnell Hunt, Executive Vice Chancellor and Provost</i>
Information	<b>2:35-3:25</b> <i>2:35-3:05, M. Gorden; 3:05-3:25, A. Kasko</i>	4. <b>Other Announcements</b> a. Updates from the Vice Chancellor of Student Affairs b. Updates from the Chair c. Election of At-Large Members of the Executive Board  <i>Guests: Monroe Gorden, Vice Chancellor of Student Affairs</i>
Consent Calendar*	<b>3:25-3:27</b> <i>A. Kasko</i>	5. <b>Consent Calendar*</b>
		6. <b>Special Orders</b> <i>None</i>
		7. <b>Reports of Special Committees</b> <i>None</i>
Consent Calendar*		8. <b>Reports of Standing Committees and Faculties</b> a. Committee on Committees i. New Officers and Committee Roster 2024-25*
		9. <b>Petitions of Students</b> <i>None</i>
Discussion/ Action+	<b>3:27-3:40</b> <i>A. Kasko</i>	10. <b>Unfinished Business</b> a. Resolution of No Confidence in Chancellor Block
		11. <b>University and Faculty Welfare</b> <i>None</i>

Consent Calendar*/ Discussion/ Action+	<b>3:40-4:00</b>	<b>12. New Business</b> <ul style="list-style-type: none"> <li>a. Amendment to Appendix III: Bylaws of the Graduate Council*</li> <li>b. Amendment to Bylaw 60: Executive Board*</li> <li>c. Amendment to Bylaw 65.2: Graduate Council*</li> <li>d. Amendment to Bylaw 65.5: Undergraduate Admissions and Relations with Schools and Repeal of Appendix IV: Undergraduate Requirements*</li> <li>e. Amendment to Bylaw 85: Committee on Committees*</li> <li>f. Amendment to Department of Management Bylaws*</li> <li>g. Establishment of Department of American Indian Studies Bylaws*</li> <li>h. State of the Campus</li> <li>i. Resolution to Censure Chancellor Block</li> </ul>
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**2023-24 Meeting Schedule:**

**FALL QUARTER:** November 16, 2023

**WINTER QUARTER:** February 8, 2024

**SPRING QUARTER:** April 4, 2024; **May 16, 2024**

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*\* Assembly members are free to request that any Consent Calendar item be removed for discussion, either before or during the meeting.*

*+ Action items require a vote to endorse the document as-written, to endorse contingent upon revisions, or to oppose.*

*! Assembly members and students in these departments must recuse themselves from the discussion and not review the related materials.*

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## Meeting Materials

<b>Draft Meeting Minutes (April 4, 2024 Meeting)</b>	0-1
<b>Draft Meeting Minutes (May 10, 2024 Meeting)</b>	0-4
<b>2023-24 New Officers and Committee Roster</b>	1-1
---LgA New Officers and Committee Roster 2024-25 Spring LgA (May 16)	1-1
---LgA New Officers and Committee Roster 2024-25 Spring LgA (April 4)	1-3
---LgA New Officers and Committee Roster 2024-25 Winter LgA (February 8)	1-6
---LgA New Officers and Committee Roster 2023-24 Fall LgA (November 16)	1-7
<b>Amendment to Appendix III (Bylaws of the Graduate Council)</b>	2-1
---GC Proposed Amendment to Appendix III	2-1
---R&J Final Response	2-6
---GC Final Response - 2024-04-19 GC to CRJ re Appendix III Revision	2-7
<b>Amendment to Bylaw 60(B) (Executive Board Emergency Powers)</b>	3-1
---Exec Divisional Response - EB to LgA re EB Emergency Powers Revision_2024-05-09	3-1
---R&J Final Response - CRJ to EB_Bylaw 60(B)_2024-05-01	3-2
---Exec Final Response Previous - Rev Proposal for Amended Div BL 60.B.1 re EB Emergency Powers	3-3
<b>Amendment to Bylaw 65.2 (Graduate Council)</b>	4-1
---R&J Final Response	4-1
---GC 2024-04-05 GC Memo to CRJ re Bylaw 65.2	4-2
---GC Proposed Amendment to Divisional Bylaw 65.2 Graduate Council	4-3
---Exec Divisional Response - EB to GC re Limited Rev of Prof Schools_2024-02-29	4-6
---GC 2024-01-24_GC to EB re Proposal to Perform Limited Reviews of Professional Schools	4-7
---GC Proposal to Perform Limited Reviews of Professional Schools	4-8
<b>Amendment to Bylaw 65.5 (Undergraduate Admissions and Relations with Schools) and Repeal of Appendix IV (Undergraduate Requirements)</b>	5-1
---R&J Final Response	5-1
---R&J 2024-04-15 CUARS to RJ re Appendix IV Proposal	5-2
<b>Amendment to Bylaw 85 (Committee on Committees)</b>	6-1
---R&J Final Response - CRJ to ConC_Bylaw 85_2024-05-08	6-1
---ConC ConC to CR and J Bylaw 85 Amendment Request_04.22.2024	6-2
<b>Amendment to Department of Management Bylaws</b>	7-1
---R&J Final Response - CRJ to Management_2024-05-08	7-1
---R&J AGSM_Bylaws_Proposed_Revision_May_2024	7-2
---R&J Memo - UCLA Anderson SOM Bylaws update - March 2024 FINAL	7-7
<b>American Indian Studies IDP Disestablishment &amp; Establishment of American Indian Studies Department</b>	8-1
---LgA Final Response - 2022.10.27 Appendix V Disestablish AIS IDP and Establish AIS Department EVC to UCOP	8-1
---LgA Final Response Previous - UCLA Academic Senate to EVCP re American Indian Studies Proposal 2022 Oct Final	8-3
---UgC Final Response - 2022-04-21 UgC to EB re American Indian Studies IDP Disestablishment and Establishment of American Indian Studies Department	8-595
---Curriculum Final Response - 2022-03-22 CC to UgC re American Indian Studies Departmentalization	8-596

## Meeting Materials

---GC Final Response .....	8-597
---CPB Final Response .....	8-598
---Exec Divisional Response - UCLA Senate Executive Board re App V Proposal and New Dept American Indian Studies 2021 Dec .....	8-600
---R&J Final Response - CRJ to Dept of American Indian Studies .....	8-601
---R&J AIS_Department_Bylaws_Revised 050422 Final .....	8-602
---LgA AIS Proposal .....	8-610

**Minutes of Meeting**

Thursday, April 4, 2024

Location: Bruin Reception Room, Ackerman Union

**Meeting Called By:** Andrea Kasko, UCLA Academic Senate Chair

**Guests:** Gene Block, Chancellor  
Darnell Hunt, Executive Vice Chancellor and Provost  
Kathleen Komar, Past Academic Senate Chair  
Linda Sarna, Past Academic Senate Chair  
Vivek Shetty, Past Academic Senate Chair

**Senate Staff:** C. Alumia, A. de Stefano, E. Feller, E. Le, M. Olivas, A. Rosalez, C. Rose, R. Rouzan-Kay, L. Valdez

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With a quorum present, the Academic Senate Chair called the meeting to order at 2:03 pm

**I. ROLL CALL/CALL TO ORDER**

***Chair Andrea Kasko***

Chair Kasko welcomed representatives to the meeting of the UCLA Legislative Assembly.

**II. ANNOUNCEMENTS BY THE CHANCELLOR**

Chair Kasko made remarks on Chancellor Gene Block's seventeen-year tenure as UCLA's Chancellor. Chair Kasko introduced Past Academic Senate Chairs Kathleen Komar, Linda Sarna, and Vivek Shetty who each reflected on their time with Chancellor Block. Chair Kasko next introduced Executive Vice Chancellor and Provost Darnell Hunt who offered remarks on Chancellor Block's legacy. Chair Kasko then introduced Chancellor Block who provided a retrospective of his accomplishments and lessons learned.

**III. OTHER ANNOUNCEMENTS**

a. Updates from the Chair

Academic Senate Chair Andrea Kasko provided updates on the following topics:

UC Regents Meeting: The Regents continued discussion of SR 630.E which the Systemwide Academic Senate revised to ensure an on-campus experience for undergraduate students. This regulation restricts campuses from offering completely online undergraduate degrees. The Regents rejected this revision to the regulation. Also recently, the Regents sent out a revised

proposed policy on the use of administrative websites. Lastly, there was a discussion about whether some Data Science courses do not meet advanced Area C math requirements.

Budget: The five percent increase promised under the Compact between the Governor and the University of California is supposed to be deferred, and it is not clear if or when it will be given in the future.

California Legislature: The Legislature proposed policies regarding background checks and constitutional amendments that impact how the UC campuses work.

Other Updates: There was a systemwide congress on AI hosted by the Provost and Executive Vice President of Academic Affairs of the University of California. Recently, the UCLA Academic Senate has reviewed a number of proposed systemwide policy revisions including the Lecturer with Security of Employment Series, controlled substances, and the use of university vehicles. The UCLA Academic Affairs and Personnel Office (AAPO) has suggested that Fall 2023 teaching evaluations would be optional for inclusion in the academic personnel review. The UCLA Academic Senate is working with AAPO on the implementation procedures for the UC abusive conduct policy. The UCLA Academic Senate Graduate Council has put forward a proposal to perform limited reviews of professional schools. The UCLA Academic Senate Graduate Council, Council on Planning and Budget, and Council on Research have been asked to work on principles for the new research park in order to center the campus around the academic mission.

Chair Kasko fielded questions.

**Q. Where will we find this information to reference?**

A. It will be posted in the Legislative Assembly Minutes on the [UCLA Academic Senate Data Management System](#).

**Q. Where can we access the abusive conduct policy?**

A. That policy is found on the [systemwide Academic Senate website](#).

#### **IV. CONSENT CALENDAR**

Chair Kasko gave an overview of the items on the Consent Calendar and invited questions or comments.

- Minutes of Legislative Assembly, February 8, 2024

##### **Committee on Committees**

- New Officers and Committee Roster 2024-25

##### **Bylaws**

- Amendment to the Department of Musicology Bylaws
- Amendment to the Department of Pathology and Laboratory Medicine Bylaws
- Amendment to Divisional Regulation 441

Hearing no objections, the Consent Calendar was approved.

**V. NEW BUSINESS (CLOSED SESSION)**  
***Chair Andrea Kasko***

Members entered closed session.

With no further business to conduct, the meeting adjourned at 3:45 pm.

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**Emergency Special Meeting**

**Minutes of Meeting**

Friday, May 10, 2024

Location: Videoconference

**Meeting Called By:** Andrea Kasko, UCLA Academic Senate Chair

**Guests:** None

**Senate Staff:** C. Alumia, A. de Stefano, E. Feller, T. Hottman, L. Ishimaru, E. Le, J. Nelsen, M. Olivas, A. Rosalez, C. Rose, R. Rouzan-Kay, L. Valdez

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With a quorum present, the Academic Senate Chair called the meeting to order at 2:08 pm.

**I. CONSENT CALENDAR**

There were no consent items to be approved.

**II. THE SPECIAL BUSINESS OF THE OCCASION**

*Chair Andrea Kasko*

Chair Kasko introduced the special business of the occasion:

- Resolution of No Confidence in Chancellor Block
- Resolution to Censure Chancellor Block

Chair Kasko reminded members of voting procedures, confidentiality, and debate decorum.

The meeting went into recess due to technical issues, before resuming.

With a quorum present, the Academic Senate Chair called the meeting to order at 2:57 pm.

Subsequently, Chair Kasko repeated all her earlier remarks that she had made prior to the emergency recess.

Chair Kasko recognized L. Chavez Moreno, who moved to limit the time of each member speaking to one minute for any motion at the meeting. The motion was seconded.

Action: Voting members of the Legislative Assembly moved to the Zoom breakout room. Members voted via the “raise hand” function in Zoom on the motion. The Legislative Assembly voted 146 In Favor, 8 Against, 0 Abstained. The motion required a 2/3 affirmative vote and was approved.

Voting members returned to the main meeting room.

Chair Kasko recognized B. Venkat, who moved, “Whereas, Chancellor Block failed to ensure the safety of our students and grievously mishandled the events of last week. Resolved, that we make a motion of no confidence in Chancellor Block.” The motion was seconded.

The motion was open for debate. Speakers commented on the motion.

R. Buhr moved to extend the time of debate until 5:00 PM. The motion was seconded.

Action: Voting members of the Legislative Assembly moved to the Zoom breakout room. Members voted via the “raise hand” function in Zoom on the motion. The Legislative Assembly voted 123 In Favor, 23 Against, and 2 Abstained. The motion required a 2/3 affirmative vote and was approved.

Voting members returned to the main meeting room. Speakers continued debating the motion.

Chair Kasko recognized A. Meyer, who moved to close debate and vote immediately on the main motion. The motion was seconded.

Voting members of the Legislative Assembly moved to the Zoom breakout room.

Action: Members voted via the “raise hand” function in Zoom on the motion. The Legislative Assembly voted 79 In Favor. The motion required a 2/3 affirmative vote and was defeated.

Chair Kasko recognized J. Maloy, who moved to allow at least one representative from every eligible department to speak, with no duplicate speakers. The motion was seconded. Chair Kasko affirmed the Parliamentary advisement that the motion was improper.

Chair Kasko recognized B. Shaffer, who moved to limit the time of each member speaking to 15 seconds per speaker. The motion was seconded.

Action: Members voted via the “raise hand” function in Zoom on the motion. The Legislative Assembly voted 70 In Favor, 79 Against, and 5 Abstained. The motion required a 2/3 affirmative vote and was defeated.

Chair Kasko recognized H. Lavretsky, who moved to limit comments to individuals with different positions on the resolution. Chair Kasko affirmed the Parliamentary advisement that the motion was improper.

Chair Kasko recognized A. Thames, who moved to limit the time of each member speaking to 30 seconds. The motion was seconded.

Action: Members voted via the “raise hand” function in Zoom on the motion. The Legislative Assembly voted 100 in Favor. The motion required a 2/3 affirmative vote and was defeated.

Chair Kasko recognized F. Raia, who moved to extend the time of debate to 5:30 PM with the current list of speakers. The motion was seconded. Chair Kasko affirmed the Parliamentary advisement that the

motion was premature and instructed voting members to return to the main meeting room, continue the debate, and extend the debate at a later time if necessary.

Voting members returned to the main meeting room. Speakers continued debating the motion.

Chair Kasko recognized R. Rouquier who moved to close debate and vote immediately on the main motion. The motion was seconded. Chair Kasko affirmed the Parliamentary advisement that the motion was improper.

Chair Kasko recognized S. Lee, who moved to extend the meeting time until all speakers have spoken. The motion was seconded. G. Rossman proposed an amendment to Lee's motion to limit the speaker list to those currently on the queue who had not yet spoken. Lee accepted the amendment as friendly. Rossman further amended the motion to limit the list of speakers to 90. Lee accepted the proposed amendment as friendly. The amendment was seconded.

Voting members of the Legislative Assembly moved to the Zoom breakout room.

Action: Members voted via the "raise hand" function in Zoom on the motion. The Legislative Assembly voted 101 In Favor, 44 Against, and 6 Abstained. The motion required a 2/3 affirmative vote and was defeated.

Members requested points of clarification.

Chair Kasko recognized C. Santos, who moved to close debate and vote immediately on the main motion. Chair Kasko affirmed the Parliamentary advisement that the motion was improper. Members requested further points of clarification. Chair Kasko noted that the parliamentary situation had changed given that the meeting had extended past 5:00 PM. On that basis, Chair Kasko affirmed the Parliamentary advisement that C. Santos's motion was proper. The motion was seconded.

D. Moghanaki proposed an amendment to Santos's motion to add "after all speakers had a chance to speak for one minute." Chair Kasko affirmed the Parliamentary advisement that the amendment was improper on the basis that it would change the nature of the motion.

Chair Kasko called for a vote on the motion on the floor to close debate and vote immediately on the main motion.

Action: Members voted via the "raise hand" function in Zoom on the motion to close debate and proceed to a vote. The Legislative Assembly voted 87 in Favor, 48 Against, and 2 Abstained. The motion required a 2/3 affirmative vote and was defeated.

Chair Kasko recognized N. Pinter-Wollman who moved to adjourn the meeting. The motion was seconded. Chair Kasko ruled the motion out of order because the main motion was pending. Wollman withdrew the motion to adjourn.

Chair Kasko recognized M. Monti who moved to table the main motion until the Legislative Assembly had an opportunity to hear from Chancellor Block.



Chair Kasko affirmed the Parliamentary advisement that the motion to table could only be extended indefinitely or to a specific time. Monti amended the motion to table for one month. Chair Kasko affirmed the Parliamentary advisement that that the motion to table could only be extended indefinitely or to a scheduled meeting and thus the proposed motion was improper.

Chair Kasko recognized R. Meka who moved to table the main motion to the Legislative Assembly meeting of May 16, 2024, with the current order of speakers, and that all speakers on the list should be allowed to speak. Chair Kasko requested clarification of Meka's intent to table the motion or postpone the motion. Meka clarified the motion to postpone the main motion to the Legislative Assembly meeting of May 16, 2024. The motion was seconded. Members requested points of clarification. Meka withdrew the motion to postpone the resolution of no confidence to the Legislative Assembly meeting of May 16, 2024.

Chair Kasko recognized M. Monti who moved to table the main motion. The motion was seconded.

Action: Members voted via the "raise hand" function in Zoom on the motion to table the resolution of no confidence. The Legislative Assembly voted 55 in Favor, 78 Against, and 4 Abstained. The motion required a 2/3 affirmative vote and was defeated.

Chair Kasko recognized L. Koslov who moved to extend the time of debate until 6:30 PM and moved to proceed to a vote on the resolution. Chair Kasko affirmed the Parliamentary advisement that the two motions could not be combined. Koslov restated the motion to extend the time of debate to 6:30 PM. The motion was seconded. Francisco Ramos-Gomez proposed an amendment to extend the time of debate to 6:45 PM. Koslov accepted the amendment as friendly.

Action: Members voted via the "raise hand" function in Zoom on the motion to extend debate to 6:45 pm. The Legislative Assembly voted 88 in Favor, 37 Against. The motion required a 2/3 affirmative vote and was defeated.

Voting members returned to the main meeting room.

Noting the lack of progress, Chair Kasko ruled that the main motion under debate would be considered as unfinished business at the next meeting of the Legislative Assembly on May 16, 2024. The resolution to censure Chancellor Block would be considered as new business at the next meeting of the Legislative Assembly on May 16, 2024.

### **III. OTHER BUSINESS** ***Chair Andrea Kasko***

Chair Kasko adjourned the meeting at 6:29 pm.

## Committee on Committees: New Officers and Committee Roster Additional Appointments for the AY 2024-25

To the Academic Senate, Los Angeles Division

The Committee on Committees recommends confirmation of the following

Member	Department	Position	Term
<b>Academic Program Review Committee (APRC)</b>			
Kareem, Sarah	English	Appointed Member Co-CHAIR 23-24;24-25	2
Rossmann, Gabriel	Sociology	Appointed Member Co-CHAIR 24-25	1
Zhu, Xi	Health Policy and Management	Appointed Member	1
<b>Charges Committee</b>			
Kaufman, Eleanor	Comparative Literature, English, European Languages, and Transcultural Studies	Appointed Member	1
<b>Committee on Diversity, Equity, and Inclusion (CODEI)</b>			
Quinlan, Margot	Chemistry and Biochemistry	Appointed Member CHAIR 24-25	3
<b>Graduate Council (GC)</b>			
Thames, April	Psychiatry and Biobehavioral Sciences	Appointed Member VICE-CHAIR 24-25	2
Rajagopal, Deepak	Institute of the Environment and Sustainability	Appointed Member CHAIR 24-25	2
Miceli, M "Carrie"	MIMG	Appointed Member	1
Blair, Hugh "Tad"	Psychology	Appointed Member	1
Chernov, Mikhail	Management	Appointed Member	1
<b>Grievance Advisory Committee (GAC)</b>			
Kaplan, Mark	Social Welfare	Appointed Member CHAIR 24-25	3
<b>Committee on Library and Scholarly Communication (COLASC)</b>			
Liu, Zili	Psychology	Appointed Member CHAIR 24-25	3
<b>Council on Planning and Budget (CPB)</b>			
Smith, Monica	Anthropology, Institute of the Environment and Sustainability	Appointed Member-College VICE CHAIR 23-24, 24-25	2
<b>Council on Research (COR)</b>			
Lettenmaier, Dennis	Geography, Civil and Environmental Engineering, Institute of the Environment and Sustainability	Appointed Member CHAIR 24-25	3
<b>Committee on Rules and Jurisdiction (R&amp;J)</b>			
Wagman, Jennifer	Community Health Sciences	Appointed Member	1
<b>Committee on Undergraduate Admissions &amp; Relations with Schools (CUARS)</b>			
Deeds, Eric	Integrative Biology and Physiology, Life Sciences Core Curriculum Program	Appointed Member	1

**Committee on Committees: New Officers and Committee Roster Additional Appointments  
for the AY 2024-25**

Undergraduate Council (UgC)				
	Silva, Cristobal	English	Appointed Member VICE CHAIR 24-25	2

Respectfully Submitted,  
Yi Tang, Chair  
Committee on Committees  
[2023-24 Committee on Committees](#)

Submitted May 8, 2024

## Committee on Committees: Additional Appointments for the AY 2024-25

To the Academic Senate, Los Angeles Division

The Committee on Committees recommends confirmation of the following:

Member		Department	Position	Term
Academic Program Review Committee (APRC)				
	Glanzman, David	Neurobiology, Integrative Biology and Physiology	Appointed Member	1
	Michaeli, Beatrice	Management	Appointed Member	1
	Rossman, Gabriel	Sociology	Appointed Member	1
Committee on Academic Freedom (CAF)				
	Meranze, Michael	History	Appointed Member CHAIR 24-25 (one-year appt.)	1
	Tsui, Edmund "Choi"	Ophthalmology	Appointed Member	1
Council on Academic Personnel (CAP)				
	Ahmadi, Reza	Management Dept	Appointed Member-VICE CHAIR 23-24, CHAIR 24-25	3
	Demer, Linda	Bioengineering, Med.-Dept Admin., Physiology	Appointed Member CHAIR 24-25	2
ClinCAP				
	Agazaryan, Nzhde	Radiation Oncology	Appointed Member CHAIR 24-25	2
Charges Committee				
	Ravetto, Kristine	Film, Television and Digital Media	Appointed Member CHAIR 24-25	4
	Saltzberg, David	Physics and Astronomy	Appointed Member	1
Committee on Diversity, Equity, and Inclusion (CODEI)				
	Rouquier, Raphael	Mathematics	Appointed Member	1
	Vaseghi, Marmar	Medicine-Cardiology	Appointed Member	1
Faculty Welfare Committee (FWC)				
	Caram, Justin	Chemistry and Biochemistry	Appointed Member CHAIR 24-25	2
	Mohanty, Sanjay	Civil and Environmental Engineering	Appointed Member	1
	Hahn, Bevra	Medicine-Rheumatology	Appointed Member (Emeritus)	1
	Rossi, Giovanni	Sociology	Appointed Member (Assistant Prof.)	1
	Mayeda, Elizabeth	Epidemiology	Appointed Member	1
Graduate Council (GC)				
	Spiller, Stephen	Management	Appointed Member	1
	Rodriguez, Jose	Genomics, Chemistry and Biochemistry	Appointed Member	1
	Fogel, Brent	Human Genetics, Neurology,	Appointed Member	1
Committee on Data, Information Technology, and Privacy (CDITP)				
	Chen, Irene	Chemical and Biomolecular Engineering, Chemistry and Biochemistry	Appointed Member (Sabbatical Fall 2024; Fall 2025)	1

## Committee on Committees: Additional Appointments for the AY 2024-25

	Srinivasan, Ramesh	Design I Media Arts, Information Studies	Appointed Member	1
<b>Committee on International Education (CIE)</b>				
	Giovannini, Marco	Head and Neck Surgery	Appointed Member CHAIR 23-24, 24-25	3
	Bodapati, Anand	Management	Appointed Member	1
<b>Committee on Library and Scholarly Communication (COLASC)</b>				
	Hyde, Carrie	English	Appointed Member (Sabbatical AY 23-24)	3
	Noriega, Chon	Film, Television and Digital Media, Chicana/o Studies Research Center	Appointed Member	1
<b>Council on Planning and Budget (CPB)</b>				
	Eidsheim, Nina	Humanities, Musicology	Appointed Member- College	1
	Friedman, Henry	Management	Appointed Member- Professional	1
	Evans, Christopher	Psychology, Psychiatry, and Biobehavioral Sciences	Appointed Member- College	1
<b>Committee on Privilege and Tenure (P&amp;T)</b>				
	Chanfreau, Guillaume	Chemistry and Biochemistry	Appointed Member CHAIR 24-25	3
	Watson, Karol	Medicine-Cardiology	Appointed Member	1
	Sternini, Catia	Neurobiology, Medicine- Gastroenterology	Appointed Member	1
<b>Council on Research (COR)</b>				
	Gomes, Antoinette	Radiological Sciences, Medicine- Cardiology	Appointed Member	1
<b>Committee on Rules and Jurisdiction (R&amp;J)</b>				
	White, Shane	Dentistry	Appointed Member CHAIR 23-24, 24-25	2
<b>Committee on Undergraduate Admissions &amp; Relations with Schools (CUARS)</b>				
	Vavreck, Lynn	Political Science, Communication Studies	Appointed Member CHAIR 23-24, 24-25	3
	Wu, Holden	Radiological Sciences, Bioengineering	Appointed Member	1
	Zuraw, Kie	Linguistics	Appointed Member	1
	Kay, Kelly	Geography	Appointed Member	1
<b>Undergraduate Council (UgC)</b>				
	Maloy, Jeffrey	Ecology and Evolutionary Biology, Molecular, Cell and Developmental Biology	Appointed Member CHAIR 24-25	3
	Macfadyen, David	Musicology, Comparative Literature	Appointed Member	1
	Phillips, Meredith	Sociology, School-Wide Programs, Public Policy	Appointed Member	1

## Committee on Committees: Additional Appointments for the AY 2024-25

	Simonetti, Dante	Chemical and Biomolecular Engineering	Appointed Member	1
	Lens, Michael	Urban Planning, Public Policy	Appointed Member	1
	Bigham, Abigail	Anthropology	Appointed Member	1

Respectfully Submitted,  
Yi Tang, Chair  
Committee on Committees  
[2023-24 Committee on Committees](#)

Submitted March 25, 2024

## Committee on Committees: Additional Appointments for the AY 2024-25

To the Academic Senate, Los Angeles Division

The Committee on Committees recommends confirmation of the following:

<i>Member</i>	<i>Department</i>	<i>Position</i>	<i>Term</i>
<b>Council on Academic Personnel (CAP)</b>			
	Gorin, Michael	Human Genetics, Ophthalmology	Appointed Member 3
	Vandenberghe, Lieven	Electrical Engineering, Mathematics	Appointed Member 3
	Lazarus, Michael	Medicine- Hospitalists	Appointed Member 3
<b>ClinCAP</b>			
	Schiller, Gary	Medicine-Hematology- Oncology	Appointed Member 3
<b>Council on Planning and Budget (CPB)</b>			
	Zatz, Noah D.	Law	Appointed Member- Professional School <b>CHAIR 2024-25</b> <b>1</b>
	Atkeson, Andrew	Economics	Appointed Member- College <b>1</b>
	Iglehart, Alfreda	Social Welfare	Appointed Member- College <b>1</b>
	Carter, Troy	Physics and Astronomy	Appointed Member- College 3
<b>Council on Research (COR)</b>			
	Shlyakhtenko, Dimitri	Mathematics, IPAM	Appointed Member 3
	Yeh, Pamela	Ecology and Evolutionary Biology	Appointed Member 3
	Currier, Judith	Medicine-Infectious Disease	Appointed Member 3
	Barreca, Alan	Institute of the Environment and Sustainability, Environmental Health Sciences	Appointed Member 3
	Stulberg, Neal	Music	Appointed Member 3
	Kim, Ji Young	Spanish and Portuguese, Linguistics	Appointed Member 3

Respectfully Submitted,  
Yi Tang, Chair  
Committee on Committees  
[2023-24 Committee on Committees](#)

Submitted January 24, 2024

## Committee on Committees: Additional Appointments for the AY 2023-24

To the Academic Senate, Los Angeles Division

The Committee on Committees recommends confirmation of the following:

<b><i>Member</i></b>	<b><i>Department</i></b>	<b><i>Position</i></b>	<b><i>Term</i></b>
<b>Academic Program Review Committee (APRC)</b>			
Petersen Peter	Mathematics	Appointed Member	3
Cohen, Michael	English	Appointed Member	3
Torres-Gil, Fernando	Unex-Humanities and Sciences, Social Welfare, Public Policy	Appointed Member <b>Co CHAIR 23-24</b>	3
Neuhauser, Daniel	Chemistry and Biochemistry	Appointed Member	3
Huo, Yuen	Psychology	Appointed Member (Sabbatical Fall 2023)	3
Shuger, Debora	English	Appointed Member	2
Jassby, David	Civil and Environmental Engineering	Appointed Member	2
Sissa, Giulia	Political Science, Classics	Appointed Member	2
Becerra, Rosina	Social Welfare, Social Welfare, Spanish and Portuguese	Appointed Member	2
Bilder, Robert	Psychology, Unex-Humanities and Sciences, Psychiatry and Biobehavioral Sciences	Appointed Member	1
Kareem, Sarah	English	Appointed Member <b>Co CHAIR 23-24</b>	1
Stroessner, Steven	Communication Studies	Appointed Member	1
Cahill, Catherine	Psychiatry and Biobehavioral Sciences	Appointed Member	1
Chiou, Pei-Yu " Eric"	Bioengineering, Mechanical and Aerospace Engineering	Appointed Member	1
Goorsky, Mark	Materials Science and Engineering	Appointed Member	1
Koehler, Carla	Chemistry and Biochemistry	Appointed Member	1
<b>Committee on Academic Freedom (CAF)</b>			
O'Neill, Barry	Political Science	Appointed Member- <b>CHAIR 23-24</b>	1
<b>Council on Academic Personnel (CAP)</b>			
Ahmadi, Reza	Management Dept	Appointed Member- <b>VICE CHAIR 23-24</b>	2
Sternini, Catia	Neurobiology, Medicine- Gastroenterology	Appointed Member (TEMP Winter 2023- Winter 2024 03/22/24)	TEMP
<b>Charges Committee</b>			
Trueman, Brett	Management	Appointed Member- <b>CHAIR 23-24</b>	2
<b>Committee on Diversity, Equity, and Inclusion (CODEI)</b>			
Hall, Theodore	Radiological Sciences	Appointed Member- <b>CHAIR 23-24</b>	3
Weiss, Richard	History	Appointed Member	1
<b>Graduate Council (GC)</b>			
Scelza, Brooke	Anthropology	<b>Appointed Member-CHAIR 23-24</b>	3
Erickson, Christopher	Management	<b>Appointed Member-VICE CHAIR 23-24</b>	3



## Committee on Committees: Additional Appointments for the AY 2023-24

### Grievance Advisory Committee (GAC)

Milburn, Norweeta	Psychiatry and Biobehavioral Sciences	Appointed Member	1
Dutton, George	Asian Languages and Cultures	Appointed Member	1

### Committee on Library and Scholarly Communication (COLASC)

Williams, A. "Park"	Geography	Appointed Member	1
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### Committee on Privilege and Tenure (P&T)

Messadi, Diana V.	Dentistry	Appointed Member- <b>CHAIR 23-24</b>	3
Sanders, Richard	Law	Appointed Member	1

### Assembly of the Academic Senate

Zeithammer, Robert	Management	Campus Representative (Appointed 2023)	1
Macias, Reynaldo	Education, Chicana/o Studies	Campus Representative (Appointed 2023)	1

Respectfully Submitted,  
Yi Tang, Chair  
Committee on Committees  
[2023-24 Committee on Committees](#)

Submitted November 8, 2023

Proposed Changes to Regulations of the Division

APPENDIX III  
BYLAWS OF THE GRADUATE COUNCIL

**Rationale for the proposed revisions:**

The Graduate Council proposed the following revisions in order to clarify Appendix III: Bylaws of the Council.

- Section V (F): The Committee on Student and Postdoctoral Scholar Well-Being is a joint committee of the Graduate and Undergraduate Councils. For consistency, the Graduate Council proposed changes to match the language in Appendix XIII – Bylaws of the Undergraduate Council. The aim is to have the number of members be equally distributed between the Graduate and Undergraduate Councils while providing some flexibility to adjust if necessary.
- Section V (H): Remove “ad hoc” from the name of the Self-Supporting Graduate Professional Degree Programs Ad Hoc Advisory Committee. The advisory committee is no longer an ad hoc committee but a permanent standing committee of the Graduate Council. The Council seeks to revise the committee's name to reflect its status as a standing committee.
- Section V (H): Update the membership requirement that the outgoing Chair of the Graduate Council serves on the Self-Supporting Graduate Professional Degree Programs Advisory Committee. The requirement was originally included to ensure at least one member of the committee has prior experience serving on the Graduate Council. As the committee has been functioning since 2019, it is no longer necessary to have the outgoing Chair serve on the committee. Individuals considered for appointment to the committee will include those with prior experience on the Graduate Council but were not necessarily Council Chair.

Current Text	Proposed changes to the text <del>Strikethrough</del> to be deleted <u>Underlined</u> to be added
<p><b>Part I. Membership and Duties</b> The membership and duties of the Graduate Council are defined by Divisional Bylaw <a href="#">65.2</a>.</p> <p><b>Part II. Officers</b> The Chair and Vice Chair of the Graduate Council are selected by the Committee on Committees of the Los Angeles Division from among the appointed members.</p> <p><b>Part III. Meetings</b></p>	<p><b>Part I. Membership and Duties</b> The membership and duties of the Graduate Council are defined by Divisional Bylaw <a href="#">65.2</a>.</p> <p><b>Part II. Officers</b> The Chair and Vice Chair of the Graduate Council are selected by the Committee on Committees of the Los Angeles Division from among the appointed members.</p> <p><b>Part III. Meetings</b></p>

<p>Meetings of the Council are ordinarily scheduled twice a month during the academic year, or at least once each quarter. The Council may meet at such other times as it may determine, or at the call of the Chair. [Am 13 Mar 1990]</p> <p><a href="#">Part IV. Quorum</a> Fifty percent plus one voting member of those serving constitute a quorum. [Am 8 Nov 1988; 23 Nov 2021]</p> <p><a href="#">Part V. Committees</a> Title I. Appointment and Tenure (A) Members of Standing Committees of the Graduate Council are appointed by the Chair and hold office for a term of one academic year and until successor committees are appointed thereafter. The Chair shall create committees and make appointments not otherwise provided for. [Am 8 Nov 1994]</p> <p>Title II. Standing Committees (A) Administrative. The Administrative Committee of the Council shall consist of the Chair and Vice Chair of the Council, Co-chairs of the Committee on Degree Programs, Chair of the Fellowships and Assistantships Committee, Chair of the Graduate Student and Postdoctoral Scholar Well-Being Committee and at least one other member, as well as the Dean of Graduate Education, ex officio, without a vote. This Committee is delegated responsibility to act for the Council as a whole as the need arises, subject to the rules of the Academic Senate and the Graduate Council. [Am 28 May 1982; 06 Jun 2013; 07 Jun 2018; 8 Jun 2023] (B) Degree Programs. The Committee on Degree Programs shall consist of at least seven members. The charge of this Committee includes review and recommendation of graduate education policy matters; admission and enrollment issues; proposals of new fields of study; degree procedures and requirements; proposals for extensive changes to existing degree programs; and matters pertaining to courses of instruction.</p>	<p>Meetings of the Council are ordinarily scheduled twice a month during the academic year, or at least once each quarter. The Council may meet at such other times as it may determine, or at the call of the Chair. [Am 13 Mar 1990]</p> <p><a href="#">Part IV. Quorum</a> Fifty percent plus one voting member of those serving constitute a quorum. [Am 8 Nov 1988; 23 Nov 2021]</p> <p><a href="#">Part V. Committees</a> Title I. Appointment and Tenure (A) Members of Standing Committees of the Graduate Council are appointed by the Chair and hold office for a term of one academic year and until successor committees are appointed thereafter. The Chair shall create committees and make appointments not otherwise provided for. [Am 8 Nov 1994]</p> <p>Title II. Standing Committees (A) Administrative <a href="#">Committee</a>. The Administrative Committee of the Council shall consist of the Chair and Vice Chair of the Council, Co-chairs of the Committee on Degree Programs, Chair of the Fellowships and Assistantships Committee, Chair of the Graduate Student and Postdoctoral Scholar Well-Being Committee and at least one other member, as well as the Dean of Graduate Education, ex officio, without a vote. This Committee is delegated responsibility to act for the Council as a whole as the need arises, subject to the rules of the Academic Senate and the Graduate Council. [Am 28 May 1982; 06 Jun 2013; 07 Jun 2018; 8 Jun 2023] (B) <a href="#">Committee on</a> Degree Programs. The Committee on Degree Programs shall consist of at least seven members. The charge of this Committee includes review and recommendation of graduate education policy matters; admission and enrollment issues; proposals of new fields of study; degree procedures and requirements; proposals for extensive changes to existing degree programs; and matters pertaining to</p>
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<p>In coordination with the Undergraduate Council's Curriculum Committee, the Committee is also responsible for advising the Division on policies regarding the quality of instruction, including methods of evaluation of teaching. [Am 13 Mar 1990; 8 Nov 1994; 06 Jun 2013; 23 Nov 2021]</p> <p>(C) Graduate Admissions and Enrollment. [Deleted 13 Mar 1990]</p> <p>(D) Fellowships and Assistantships. The Committee on Fellowships and Assistantships shall have full power to act for the Council on fellowship matters, and shall have the responsibility for recommending policy where teaching and research assistantships are involved.</p> <p>(E) Follow-up Committee. [Am 28 May 1982; 13 Mar 1990; Deleted 06 June 2013]</p> <p>(F) Student and Postdoctoral Scholar Well-Being. The joint Undergraduate Council and Graduate Council Committee on Student and Postdoctoral Scholar Well-Being consists of six members: a Chair and a Co-Chair appointed by the Chair of the Undergraduate Council and the Chair of the Graduate Council, along with at least two other members of the Graduate Council, appointed by the Chair of Graduate Council, and at least two other members of the Undergraduate Council, appointed by the Chair of Undergraduate Council. Additionally, the Committee shall have one student member of the Undergraduate Council, one student member of the Graduate Council, and one postdoctoral scholar. The Vice Chancellor of Student Affairs serves as a non-voting <i>ex officio</i> member. The charge of this Committee is to develop strategies and policy recommendations to improve and enrich student and postdoctoral scholar intellectual and academic life and foster a sense of academic community at UCLA for all students, including student-athletes, transfer students, international students, students with disabilities, students with dependents, and first-generation students. [Am 07 Jun 2018; 23 Nov 2021]</p>	<p>courses of instruction. In coordination with the Undergraduate Council's Curriculum Committee, the Committee is also responsible for advising the Division on policies regarding the quality of instruction, including methods of evaluation of teaching. [Am 13 Mar 1990; 8 Nov 1994; 06 Jun 2013; 23 Nov 2021]</p> <p>(C) Graduate Admissions and Enrollment. [Deleted 13 Mar 1990]</p> <p>(D) <u>Committee on</u> Fellowships and Assistantships. The Committee on Fellowships and Assistantships shall have full power to act for the Council on fellowship matters, and shall have the responsibility for recommending policy where teaching and research assistantships are involved.</p> <p>(E) Follow-up Committee. [Am 28 May 1982; 13 Mar 1990; Deleted 06 June 2013]</p> <p>(F) <u>Committee on</u> Student and Postdoctoral Scholar Well-Being. The joint Undergraduate Council and Graduate Council Committee on Student and Postdoctoral Scholar Well-Being consists of six <u>voting</u> members: <del>a Chair and two</del> Co-Chairs, <u>one</u> appointed by the Chair of the Undergraduate Council and <u>one appointed by</u> the Chair of the Graduate Council, along with <del>at least two</del> other members of the Graduate Council, appointed by the Chair of Graduate Council <u>as needed</u>, and <del>at least two</del> other members of the Undergraduate Council, appointed by the Chair of Undergraduate Council <u>as needed</u>. Additionally, the Committee shall have one student <del>member representative</del> of the Undergraduate Council, one student <del>member representative</del> of the Graduate Council, and one postdoctoral scholar <u>representative</u>. The Vice Chancellor of Student Affairs serves as a non-voting <i>ex officio</i> member. The charge of this Committee is to develop strategies and policy recommendations to improve and enrich student and postdoctoral scholar intellectual and academic life and foster a sense of academic community at UCLA for all students, including student-athletes, transfer students, international students, students with disabilities, students with dependents,</p>
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<p>(G) Instruction and Degree Requirements. [Deleted 13 Mar 1990]</p> <p>(H) Self-Supporting Graduate Professional Degree Programs (SSGPDP) Ad Hoc Advisory. The SSGPDP Ad Hoc Advisory Committee consists of a Chair and at least six other members appointed by the Chair of the Graduate Council, in consultation with the Executive Vice Chancellor and Provost. The SSGPDP Ad Hoc Advisory Committee shall include the outgoing Chair of the Graduate Council. The SSGPDP Ad Hoc Advisory Committee actively engages with proposing units in supporting the development of proposals for Self-Supporting Graduate Professional Degree Programs (SSGPDPs) at UCLA. The Committee guides proposing units on how to fulfill all requirements associated with UCLA's SSGPDP guidelines, informs the Graduate Council whether proposals satisfy the guidelines, and supports the Graduate Council and the Academic Program Review Committee in the periodic review and audit of existing and new SSGPDPs. [En 23 Nov 2021; 8 Jun 2023]</p> <p><a href="#">Part VI. Order of Business</a> All meetings of the Graduate Council shall be governed by procedures specified in Divisional Bylaw <a href="#">135</a>. [Am 8 Nov 1994; 8 Jun 2023]</p> <p><a href="#">Part VII. Coordinated Reviews</a> Pursuant to Divisional Bylaw <a href="#">65.2(B)(3)</a>, the Graduate Council delegates administration of the periodic review of each graduate program, normally at intervals not exceeding nine years, to the Academic Program Review Committee. One member of the Academic Program Review Committee shall be a current member of the Graduate Council, assigned by the Graduate Council Chair. Programmatic reviews shall follow the procedures as specified in <a href="#">Appendix XVI</a>. Changes to the Appendix will be recommended to the Legislative Assembly by the Academic Program Review Committee after consultation with the Committee on Rules and Jurisdiction,</p>	<p>and first-generation students. [Am 07 Jun 2018; 23 Nov 2021]</p> <p>(G) Instruction and Degree Requirements. [Deleted 13 Mar 1990]</p> <p>(H) Self-Supporting Graduate Professional Degree Programs (SSGPDP) <del>Ad Hoc</del> Advisory <del>Committee</del>. The SSGPDP <del>Ad Hoc</del> Advisory Committee consists of a Chair and <del>at least</del> six other members appointed by the Chair of the Graduate Council, in consultation with the Executive Vice Chancellor and Provost. <del>The SSGPDP Ad Hoc Advisory Committee shall include the outgoing Chair of the Graduate Council.</del> The SSGPDP <del>Ad Hoc</del> Advisory Committee actively engages with proposing units in supporting the development of proposals for Self-Supporting Graduate Professional Degree Programs (SSGPDPs) at UCLA. The Committee guides proposing units on how to fulfill all requirements associated with UCLA's SSGPDP guidelines, informs the Graduate Council whether proposals satisfy the guidelines, and supports the Graduate Council and the Academic Program Review Committee in the periodic review and audit of existing and new SSGPDPs. [En 23 Nov 2021; 8 Jun 2023]</p> <p><a href="#">Part VI. Order of Business</a> All meetings of the Graduate Council shall be governed by procedures specified in Divisional Bylaw <a href="#">135</a>. [Am 8 Nov 1994; 8 Jun 2023]</p> <p><a href="#">Part VII. Coordinated Reviews</a> Pursuant to Divisional Bylaw <a href="#">65.2(B)(3)</a>, the Graduate Council delegates administration of the periodic review of each graduate program, normally at intervals not exceeding nine years, to the Academic Program Review Committee. One member of the Academic Program Review Committee shall be a current member of the Graduate Council, assigned by the Graduate Council Chair. Programmatic reviews shall follow the procedures as specified in <a href="#">Appendix XVI</a>. Changes to the Appendix will be recommended to the Legislative Assembly by the Academic Program Review Committee after consultation</p>
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<p>Graduate Council, and Undergraduate Council. [Am 8 Nov 1994; 06 June 2013; 8 Jun 2023]</p> <p><a href="#">Part VIII. Coordinated Reviews</a> [Rescinded 11 Jun 1991]</p> <p><a href="#">Part VIII. Amendment of Bylaws</a> The foregoing bylaws may be added to, amended, or repealed at any regular or special meeting by a two-thirds vote of all members present, provided that written notice of amendment shall have been sent to each member of the Council at least five days previous to the meeting at which the amendment is to be proposed. [En 8 Nov 1994]</p>	<p>with the Committee on Rules and Jurisdiction, Graduate Council, and Undergraduate Council. [Am 8 Nov 1994; 06 June 2013; 8 Jun 2023]</p> <p><a href="#">Part VIII. Coordinated Reviews</a> [Rescinded 11 Jun 1991]</p> <p><a href="#">Part VIII. Amendment of Bylaws</a> The foregoing bylaws may be added to, amended, or repealed at any regular or special meeting by a two-thirds vote of all members present, provided that written notice of amendment shall have been sent to each member of the Council at least five days previous to the meeting at which the amendment is to be proposed. [En 8 Nov 1994]</p>
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May 1, 2024

Brooke Scelza, Chair  
Graduate Council

**Re: Amendment to Appendix III**

Dear Chair Scelza,

The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to Appendix III. The proposed bylaws were considered and reviewed by CR&J on April 24, 2024.


CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

Before the proposal is advanced to the Legislative Assembly, CR&J requests the following conforming changes to the proposal:

- Title II. Standing Committees: For each article, revise the first sentence to reflect the full name of the committee (e.g., revise “Self-Supporting Graduate Professional Degree Programs (SSGPDP) Advisory.” to “Self-Supporting Graduate Professional Degree Programs (SSGPDP) Advisory Committee.”).

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee’s analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,



Shane White, Chair  
Committee on Rules and Jurisdiction

cc: April de Stefano, Executive Director, Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Andrea Kasko, Chair, Academic Senate  
Emily Le, Principal Policy Analyst, Academic Senate  
Members of the Committee on Rules and Jurisdiction

April 19, 2024

To: Shane White, Chair, Committee on Rules and Jurisdiction

From: Brooke Scelza, Chair, Graduate Council

**Re: Proposed Amendment to Appendix III. Bylaws of the Graduate Council**

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At its meeting on April 12, 2024, the Graduate Council approved the proposed amendments to *Appendix III. Bylaws of the Graduate Council* via consent.

By way of this memorandum, the Graduate Council sends the proposed amendments to the Committee on Rules and Jurisdiction to review the proposed language for conformity to existing regulations. Pending the Committee on Rules and Jurisdiction's approval, the proposed amendment will be forwarded to Senate Leadership for inclusion on the Legislative Assembly agenda.

If you have any questions or require any additional information, please contact us via the Graduate Council's Analyst, Emily Le, at [ele@senate.ucla.edu](mailto:ele@senate.ucla.edu).



May 9, 2024

To: Divisional Legislative Assembly

From: Andrea Kasko, Chair, Los Angeles Division, Academic Senate

**Re: Amendment to Bylaw 60(B) (Executive Board Emergency Powers)**

At the May 9, 2024, meeting of the Executive Board, members voted unanimously in favor of a motion to forward the attached proposal to amend Bylaw 60(B) regarding the Executive Board's emergency powers. The Committee on Rules and Jurisdiction reviewed the proposed bylaws at their April 24, 2024, meeting and found them "consistent with the code of the Academic Senate".

Cc: Kathy Bawn, Vice Chair/Chair Elect, UCLA Academic Senate  
Jessica Cattelino, Immediate Past Chair, UCLA Academic Senate  
April de Stefano, Executive Director, UCLA Academic Senate

May 1, 2024

Andrea Kasko, Chair  
Academic Senate

**Re: Amendment to Bylaw 60(B)**

Dear Chair Kasko,

The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to Bylaw 60(B). The proposed bylaws were considered and reviewed by CR&J on April 24, 2024.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee's analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,



Shane White, Chair  
Committee on Rules and Jurisdiction

cc: Kathleen Bawn, Vice Chair/Chair-Elect, Academic Senate  
Jessica Cattelino, Immediate Past Chair, Academic Senate  
April de Stefano, Executive Director, Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Adriana Rosalez, Administrative Analyst, Academic Senate  
Members of the Committee on Rules and Jurisdiction

# Proposal for Amendment to Divisional Bylaw 60.B.1 on Executive Board Emergency Powers

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## Purpose

The purpose of this proposal is to amend Divisional Bylaw 60.B.1 by adding a provision for the Executive Board to temporarily suspend or modify legislation under emergency circumstances until the Legislative Assembly is able to meet. This proposal resulted from Academic Senate experiences during the beginning of the fast-moving global pandemic where emergency conditions required a quick response, particularly with regard to divisional regulations related to instruction.

## Background

Divisional Bylaw [60.B.1](#) describes one of the duties of the Executive Board as follows:

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

### (B) Duties of the Executive Board

(1) is empowered to act upon all matters except legislation in the name of the Los Angeles Division at times when the Legislative Assembly cannot readily be convened or when haste is required. The Board shall thus act in the name of the Division only when, in its judgment, the action is urgently advisable before the Legislative Assembly can be convened. All such actions must be reported to the Legislative Assembly at its next succeeding meeting; and the Assembly possesses the right to amend or rescind such actions in the same manner in which it may amend or rescind action adopted at preceding meetings of the Assembly itself. During an academic recess, the Board may act provisionally for the Division on all matters except legislation. Such action is subject to confirmation by the Legislative Assembly at the first regular or special meeting following the recess.

Notably, the Executive Board may not act upon matters involving legislation. Per [Divisional Bylaw 115](#), “The term legislation denotes Bylaws and Regulations of a Senate agency.” In the same bylaw, Bylaws and Regulation are defined as follows:

(A) Bylaws: The term bylaw denotes statements which define the source of authority, membership, powers, duties and organization of the Academic Senate, the Division and its various agencies. In essence they are a constitution for the Senate and its component parts and express the philosophy and purpose of academic self-government and participation by the faculty in the administration of the University as stipulated in The Standing Orders of the Regents.

(B) Regulations: The term regulation denotes statements implementing the application of the Bylaws to such University matters as admission and degree requirements and the authorization and supervision of courses within the jurisdiction of the Academic Senate. Divisional Regulations may not modify nor conflict with Senate Bylaws or Regulations.

In the early days of the COVID-19 pandemic, on [March 11, 2020](#), the Legislative Assembly met in executive (aka closed) session to authorize temporary suspension of specific provisions of UCLA Senate regulations that restrict final examinations to the method, time, and place announced at the start of a quarter. The goal was to support student progress and instructional continuity.

Part 3 of the approved resolution indicated:

3. *If the Executive Board determines that additional actions are necessary to ensure instructional continuity, it is empowered to act on behalf of the Division. This includes the authority to suspend or modify on a temporary basis the Regulations of the Division and its agencies concerning courses and curriculum and to suspend or modify degree requirements for those students who would have graduated upon the successful completion of their course work for that term. If due to illness, the Executive Board cannot achieve a quorum, the Chair of the Senate under advice of the Senate Leadership is empowered to work with the administration to suspend regulations where necessary. However, neither the Executive Board nor the Chair of the Division has authority to enact, repeal, or amend legislation of the Division or to make permanent changes in the policies of the Senate or any of its agencies.*

The Legislative Assembly voted to approve the resolution (106 Yes, 1 No, 1 abstain), including part 3 above, “for the duration of the announced Campus response to COVID–19.” With the end of the declared emergency came the end of the temporary authority of the Executive Board indicated above.

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

Given the experience of the global pandemic, the Academic Senate Leadership examined whether other divisions have emergency provisions for temporary Executive Board authority in their respective Bylaws. Excerpts of Bylaws granting the Executive Board (or equivalent) ability to make legislative decisions in emergency situations (or similar powers) in lieu of their Legislative Assembly (or equivalent) are available below. Of note, the Davis Division Bylaws provide their Executive Board equivalent (named the Executive Council), “the authority to suspend or modify on a temporary basis the Regulations of the Division and its agencies and to suspend or modify degree requirements for those students who would have graduated upon the successful completion of their course work for that term.” The San Diego Division Bylaws indicate, “The Senate Council may act for the Representative Assembly in case of emergency.”

### Proposed Motion

Motion to amend Divisional Bylaw 60.B.1 as follows:

#### (B) Duties of the Executive Board

(1) is empowered to act upon all matters except legislation in the name of the Los Angeles Division at times when the Legislative Assembly cannot readily be convened or when haste is required. The Board shall thus act in the name of the Division only when, in its judgment, the action is urgently advisable before the Legislative Assembly can be convened. All such actions must be reported to the Legislative Assembly at its next succeeding meeting; and the Assembly possesses the right to amend or rescind such actions in the same manner in which it may amend or rescind action adopted at preceding meetings of the Assembly itself. During ~~an academic recess~~ periods between academic quarters as listed in the annual academic calendar of the UCLA Registrar, the Board may act provisionally for the Division on all matters except legislation. Such action is subject to confirmation by the Legislative Assembly at the first regular or special meeting following the recess.

(2) If a majority vote of all the voting Executive Board members determines an emergency exists, the Executive Board shall have the authority to suspend or modify on a temporary basis the Regulations of the Division and its agencies and to suspend or modify degree requirements for those students who would have graduated upon the successful completion of their course work for that term. However, the Executive Board has no authority to enact, repeal, or amend legislation of the Division or to make permanent changes in the policies of the Senate or any of its agencies.

### Relevant Divisional and Systemwide Bylaws

#### Berkeley Division

None

<https://academic-senate.berkeley.edu/bylaws/4-divisional-council>

#### Davis Division

##### **73. Executive Council**

**C.** The primary responsibility of the Executive Council is to coordinate the actions and affairs of the Davis Division. It shall serve as liaison between committees of the Division and between the Division and its representatives on University Senate organizations. The Executive Council, although not a policy-making

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

body, is to advise the Division and its officers and representatives on matters of policy, propose to the Representative Assembly legislation it deems necessary, serve as liaison between the Division and the Davis campus Administration, and be available to members of the Administration for consulting and advice when it is not expedient to convene a meeting of the Representative Assembly, especially in cases of emergency. Some responsibilities are:

**4.** To attempt to anticipate emerging problems; to and take measures to cope with them before they become urgent; and, after consulting with the Undergraduate Council, the Graduate Council, the Committee on Elections, Rules and Jurisdiction, and the Faculties of the several colleges and schools, to issue nonbinding guidelines to assist decision makers acting in urgent or emergency situations. All guidelines so issued shall be reported to the Representative Assembly at its next regular meeting, and any such guidelines are subject to rejection or modification by the Representative Assembly. (Am. 12/15/1967, 6/7/2007)

### **D. Authority Under Urgent or Emergency Circumstances: (Am. 4/2/2007)**

#### **1. Urgent Circumstances: (Am. 4/2/2007)**

**a.** When the Executive Council determines that urgent circumstances exist and that action must be taken before the Representative Assembly can be convened, the Council is empowered to act on behalf of the Division. This includes the authority to suspend or modify on a temporary basis the Regulations of the Division and its agencies and to suspend or modify degree requirements for those students who would have graduated upon the successful completion of their course work for that term. However, the Executive Council has no authority to enact, repeal, or amend legislation of the Division or to make permanent changes in the policies of the Senate or any of its agencies. And degree candidates recommended under suspension of the regulations must still be approved by the appropriate Faculty or Graduate Council as required by Academic Senate Bylaw 312(A). (Am. 6/7/2007)

**b.** Any actions taken under this authority shall be reported to the Representative Assembly as soon as possible, and any such actions are subject to modification by the Representative Assembly. With the approval of the Executive Council, a special meeting of the Representative Assembly may be called on as little as two days' notice. (Am. 6/7/2007)

**c.** An immediate meeting of the Executive Council by any method of real-time communication may be called by the Chair or Acting Chair or at the joint request of any three members of the Council for the purpose of determining that urgent circumstances exist and taking appropriate action as authorized by this section. (Am. 6/7/2007)

#### **2. Emergency Authority: (Am. 4/2/2007)**

**a.** The Chair or Acting Chair is authorized to exercise emergency authority upon (a) a declaration of a state of emergency by the Chancellor; (b) a finding by the Chair or Acting Chair that urgent action is required before the Executive Council can be convened; or (c) a joint request of any four of the following seven persons: the Vice Chair of the Division, the Chair of the Undergraduate Council, the Chair of the Graduate Council, the Chair of the Committee on Planning and Budget, the Chair of the Committee on Committees, the Chair of the Committee on Elections, Rules and Jurisdiction, and the Secretary of the Division. (Am. 6/7/2007)

**b.** When authorized to exercise emergency authority, the Chair of the Division (or the Acting Chair) may take any action which the Executive Council could take under urgent circumstances as specified in Section (1) and shall serve as the designated Senate authority for consultation and coordination with members of the Administration on

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

behalf of the Division and all Senate committees which are unable to act. (Am. 6/7/2007)

**c.** In doing so the Chair or Acting Chair should, to the extent practicable, consult with the Chair of the Committee on Elections, Rules and Jurisdiction (or such members of the Committee as are available for consultation) and with the Chair of the Undergraduate Council, the Chair of the Graduate Council, and the Chairs of the Faculties of the undergraduate colleges. (Am. 6/7/2007)

**d.** The Chair or Acting Chair should convene a meeting of the Executive Council as soon as possible. (Am. 6/7/2007)

### **3. Disability of the Chair of the Division When Exercising Emergency Authority: (Am. 4/2/2007)**

**a.** If, while authorized to exercise emergency authority, the Chair of the Division is for any reason unable to act, the following, in order of succession, shall serve as Acting Chair of the Division and of the Executive Council: (Am. 6/7/2007)

**1.** The Vice Chair of the Division; (Am. 4/2/2007)

**2.** The Chair of the Undergraduate Council; (Am. 4/2/2007)

**3.** The Chair of the Graduate Council; (Am. 4/2/2007)

**4.** The Chair of the Committee on Planning and Budget; (Am. 4/2/2007)

**5.** The Chair of the Committee on Committees; (Am. 4/2/2007)

**6.** The Chair of the Faculties in the following order: (Am. 4/2/2007)

Letters and Science, Agricultural and Environmental Sciences, Biological Sciences, Engineering, Medicine, Veterinary Medicine, Law, Management, and Education. (Am. 4/2/2007)

**b.** Any person assuming authority as Acting Chair of the Division shall notify the Executive Council as soon as possible and shall also inform appropriate members of the Administration that they (the Acting Chair) are the designated authority for Senate consultation and coordination. (Am. 4/2/2007)

**c.** If, while authorized to exercise emergency authority, the Acting Chair of the Division should become unable to act, then the first person on the entire list above who is then able to act shall serve as Acting Chair of the Division. (Am. 4/2/2007)

**d.** A person serving as Acting Chair of the Division may continue to so act for the duration of the authorization to exercise emergency authority even if a person higher on the above list regains the ability to act. However, the Chair of the Division shall resume the authority of office and shall notify each member of the Executive Council and appropriate members of the Administration immediately upon regaining the ability to act. (Am. 4/2/2007)

**e.** This Section (3) applies only when the Chair or Acting Chair is authorized to exercise emergency authority; vacancies occurring or continuing at any other time shall be filled as specified by Bylaw 40. (Am. 4/2/2007)

### **4. Terminating Emergency Authority: (Am. 4/2/2007)**

**a.** The emergency authority may be ended by action of the Chair or Acting Chair of the Division. Normally the Chair or Acting Chair would do so when the Executive Council regains the ability to act. (Am. 4/2/2007)

**b.** The emergency authority may also be ended by action of the Executive Council, by action of the Representative Assembly at a regular or special meeting; by action of the Division through ballot; or at the joint request of any four of the following seven persons: the Vice Chair of the Division, the Chair of the Undergraduate Council, the Chair of the Graduate Council, the Chair of the Committee on Planning and Budget, the Chair of the Committee on Committees, the Chair of the Committee on Elections, Rules

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

and Jurisdiction, and the Secretary of the Division. If the emergency authority is terminated other than by action of the Chair or Acting Chair, emergency authority may not again be assumed by action of the Chair or Acting Chair for a period of 30 calendar days. (Am. 4/2/2007)

<https://academicsenate.ucdavis.edu/bylaws-regulations/bylaws#73->

### Irvine Division

#### **Bylaw 150.** Responsibilities and Functions

##### **D.** In Lieu Powers

Upon determination of exigent circumstances by a simple majority of the total Cabinet membership, the Cabinet is empowered to act in lieu of the Divisional Senate Assembly, or any of its Councils, except that no Senate legislation (Bylaw or Regulation) may be enacted or amended by any in lieu action of the Cabinet. The Cabinet must report any such in lieu action to the Senate agency for which it acted at the next regularly scheduled meeting of that agency, at which meeting the agency in question may endorse or reverse the in lieu action taken by the Cabinet.

<https://docs.google.com/document/d/16w0EicH2R7TAHT-Na66HhsPWMsh0XwNX5sdxalyYlrQ/edit>

##### **UCI**

The Cabinet can act on behalf of the Assembly as needed on urgent matters. We may revisit this to allow for temporary modification to bylaws or regulations.

### Los Angeles Division

#### **Bylaw 60** Executive Board

##### **(B)** Duties of the Executive Board

**(1)** is empowered to act upon all matters except legislation in the name of the Los Angeles Division at times when the Legislative Assembly cannot readily be convened or when haste is required. The Board shall thus act in the name of the Division only when, in its judgment, the action is urgently advisable before the Legislative Assembly can be convened. All such actions must be reported to the Legislative Assembly at its next succeeding meeting; and the Assembly possesses the right to amend or rescind such actions in the same manner in which it may amend or rescind action adopted at preceding meetings of the Assembly itself. During an academic recess, the Board may act provisionally for the Division on all matters except legislation. Such action is subject to confirmation by the Legislative Assembly at the first regular or special meeting following the recess.

<https://senate.ucla.edu/BylawsandRegulations/volume-1#Bylaw60>

### Merced Division

None

<https://senate.ucmerced.edu/bylaws-merced-division#Divisional-Council>

### Riverside Division

#### **08.05** Executive Council

**08.05.03** At the request of the Faculty of a school or college and with the advice of the appropriate Divisional committees, this committee may act upon courses, curricula, and legislation. However, it shall not act if the matter can be included in the agenda of a regular



## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

Divisional meeting to be held within thirty calendar days from the time of the request. Each such Executive Council action must be reported to the Division at the next regular meeting. (Am 20 Nov 07)

<https://senate.ucr.edu/bylaws/section/101/08.05>

### San Diego Division

**242.** Senate Council En 5/22/90

#### **B) Duties**

**4)** The Senate Council may act for the Representative Assembly in case of emergency. Am 10/23/90

<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Bylaws/242>

### San Francisco Division

None

<https://senate.ucsf.edu/bylaws#no130>

### Santa Barbara Division

**50.** Executive Council

#### **C. Duties**

The Council:

**4.** acts for the Division on any matter except legislation when the Faculty Legislature is unable to meet within 30 days of a council or committee action requiring approval by the Faculty Legislature. All such actions are subject to ratification at the next Faculty Legislature meeting, and may be appealed to the Faculty Legislature.

<https://docs.google.com/document/d/12IPQTmK8myLd3ZxeqfOFj4i1MEe94WUr9rPTc0oZM4o/edit#heading=h.kuwgdv9km8xc>

### Santa Cruz Division

None

<https://senate.ucsc.edu/manual/santacruz-division-manual/part-one-bylaws/chapter-fourteen-executivecommittee/index.html>

#### **UCSC**

We have a procedure where the Chancellor gains the power to close campus/curriculum in an emergency (but only for some long period, I think 2+ weeks(?)) without Senate approval. Otherwise, for daily closures or the like for fires, protests etc., the admin consults with the Senate Chair, CEP Chair and GC Chair. In a sense, that's a form of executive authority being wielded.

But we have no structure or bylaw that permits our SEC to just act on behalf of the Senate or it's committees.

### Systemwide

**125.** Academic Council

**B.** Authority and Duties [See [Legislative Ruling 2.86](#) ]

## Compilation of [Excerpts from] Divisional Bylaws about Emergency Powers

6. If a proposed Divisional Regulation, which has been submitted to the Assembly of the Academic Senate for approval, is at variance with Universitywide Regulations and cannot be included in the agenda of a regular Assembly meeting to be held within sixty calendar days after Divisional action, the Academic Council, with the advice of the appropriate University Senate committees, is authorized to approve provisionally such proposed Regulations. Such approval is effective until the end of the next following term in which a regular Assembly meeting is held. Such approval must be reported to the Assembly. [See [Bylaw 115.F](#) and [Bylaw 206.D](#) ] (CC 9 March 05)

7. The Coordinating Committee on Graduate Affairs shall submit to the Academic Council for final action on behalf of the Assembly proposals for the establishment of new graduate degrees submitted in accordance with Bylaw [180.B.5](#) when such proposals cannot be included in the agenda of a regular Assembly meeting to be held within thirty calendar days after Committee action. (Am 10 Dec 2014; Am 7 Jun 72)

12. Any action item, other than a Bylaw amendment, noticed for a meeting of the Assembly that does not achieve quorum, may be acted upon by the Academic Council. Such action must be reported to the Assembly in the Call of the next regular or special meeting of the Assembly. (En 12 May 2004)

<https://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#blpart2-III>

**Legislative Ruling 2.86** Academic Council Authority (Re Bylaw 125(B)(4) and 125(B)(5))

Under Bylaw 125(B)(4) and 125(B)(5) (formerly Bylaw 80 and renumbered to 125.B.5-6), the provisional authority of the Academic Council to act for the Assembly ceases 60 days prior to the scheduled meeting of the Assembly. At such time, all matters referred to but not approved by the Council under the above-cited provisions shall automatically revert to the Assembly.

<https://senate.universityofcalifornia.edu/bylaws-regulations/appendix2.html#lr2.86>

April 19, 2024

Brooke Scelza, Chair  
Graduate Council

**Re: Amendment to Bylaw 65.2**

Dear Chair Scelza,

The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to Bylaw 65.2 (part of the Proposal to Perform Limited Reviews of Professional Schools). The proposed modifications were considered and reviewed by CR&J on April 17, 2024.

CR&J found that the proposed bylaw is consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

The Committee therefore submits these proposed modifications for inclusion on the next Legislative Assembly agenda.

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee's analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Shane White", enclosed in a rectangular box.

Shane White, Chair  
Committee on Rules and Jurisdiction

cc: April de Stefano, Executive Director, Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Andrea Kasko, Chair, Academic Senate  
Emily Le, Principal Policy Analyst, Academic Senate  
Members of the Committee on Rules and Jurisdiction

April 5, 2024

To: Shane White, Chair, Committee on Rules and Jurisdiction

From: Brooke Scelza, Chair, Graduate Council

**Re: Proposal to Perform Limited Reviews of Professional Schools and Revisions to UCLA Academic Senate Bylaw 65.2**

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At its meeting on January 12, 2024, the Graduate Council approved a proposal to perform limited reviews of professional schools and the corresponding proposed amendments to Senate Bylaw 65.2 (6 in favor, 0 opposed, 0 abstain). The primary goal of the limited reviews is to establish a process by which the Graduate Council can verify the existence of rigorous review structures of professional programs exempt from Council oversight. The Council approved adding point 9 to *Section (B) Duties* with the following language: “conduct limited reviews on local faculty oversight of professional schools.”

The Graduate Council submitted the proposal to the Executive Board for consideration. At its meeting on February 29, 2024, the Executive Board endorsed the Council’s proposal to conduct limited reviews of professional schools.

By way of this memorandum, the Graduate Council sends the proposal and proposed amendment to the Committee on Rules and Jurisdiction to review the proposed language for conformity to existing regulations. Pending the Committee on Rules and Jurisdiction’s approval, the proposal will be forwarded to Senate Leadership for inclusion on the Legislative Assembly agenda.

Proposed Changes to Regulations of the Division

UCLA Divisional Bylaw 65.2: Graduate Council

Current Text	Proposed changes to the text <del>Strikethrough</del> to be deleted <u>Underlined</u> to be added
<p>(A) Membership. The Council is selected to give proper representation to the academic departments, colleges, professional schools, and inter-departmental programs that offer graduate curricula. The Council consists of 16 members: 15 appointed members with a vote, and one ex officio member, the Dean of the Division of Graduate Education, without a vote. In addition, there are four graduate students who are appointed and will serve in accordance with Divisional Bylaw 45. E (6) and (7). The chair is designated by the Committee on Committees. [Am 11 Nov 1986; 8 Nov 1988; 11 Jan 1994; 8 Nov 1994; 2 Jun 2011; 8 Jun 2023]</p>	<p>(A) Membership. The Council is selected to give proper representation to the academic departments, colleges, professional schools, and inter-departmental programs that offer graduate curricula. The Council consists of 16 members: 15 appointed members with a vote, and one ex officio member, the Dean of the Division of Graduate Education, without a vote. In addition, there are four graduate students who are appointed and will serve in accordance with Divisional Bylaw 45. E (6) and (7). The chair is designated by the Committee on Committees. [Am 11 Nov 1986; 8 Nov 1988; 11 Jan 1994; 8 Nov 1994; 2 Jun 2011; 8 Jun 2023]</p>
<p>(B) Duties. The Council</p> <ol style="list-style-type: none"> <li>(1) makes policy for graduate education at UCLA and discharges duties in accordance with the stipulations of Systemwide Bylaw 330. In exercising its functions under Systemwide Bylaw 330, the Council reports directly to the Legislative Assembly. [Am 8 Jun 2023]</li> <li>(2) consistent with Systemwide Bylaw 330, recommends to the Legislative Assembly graduate programs leading to new degrees; it also authorizes, supervises and regulates all graduate courses and graduate programs of instruction except such courses and programs as have been exempted by action of the Regents. In discharging this duty, the Council shall maintain liaison with the Undergraduate Council. [Am 11 Jan 1994; 25 Apr 1995; 8 Jun 2023]</li> </ol>	<p>(B) Duties. The Council</p> <ol style="list-style-type: none"> <li>(1) makes policy for graduate education at UCLA and discharges duties in accordance with the stipulations of Systemwide Bylaw 330. In exercising its functions under Systemwide Bylaw 330, the Council reports directly to the Legislative Assembly. [Am 8 Jun 2023]</li> <li>(2) consistent with Systemwide Bylaw 330, recommends to the Legislative Assembly graduate programs leading to new degrees; it also authorizes, supervises and regulates all graduate courses and graduate programs of instruction except such courses and programs as have been exempted by action of the Regents. In discharging this duty, the Council shall maintain liaison with the Undergraduate Council. [Am 11 Jan 1994; 25 Apr 1995; 8 Jun 2023]</li> </ol>

<p>(3) As allowed in Systemwide Bylaw 20, in coordination with the Undergraduate Council, the Graduate Council delegates the administration of the periodic review of all graduate programs of study to the Academic Program Review Committee. The Councils retain final authority for the approval of program review reports, closures, and special actions. If the Graduate Council judges after a review of a graduate program that it should be discontinued, procedures outlined in Appendix V shall be observed. [See also Appendix III, Part VII] [Am 11 Jan 1994; 8 Jun 2023]</p> <p>(4) is delegated authority from the Los Angeles Division of the Academic Senate to recommend to the Coordinating Committee on Graduate Affairs (CCGA) proposals for:</p> <ul style="list-style-type: none"> <li>(a) new graduate programs leading to existing degrees; and</li> <li>(b) new programs leading to graduate level Certificates. [Am 11 Nov 1986]</li> </ul> <p>(5) appoints the Committees to Administer the Interdepartmental Degree Programs (CAIDPs) for graduate programs, and, together with the Undergraduate Council appoints CAIDPs with both graduate and undergraduate programs; members shall serve for three years. In discharging this duty, the Council shall formulate and approve written policies for the selection of the Administrative Committees and the Committee Chairs, and shall consult with the Executive Committee of the appropriate College or schools if an undergraduate degree is also offered by the Program. [En 24 May 1988; Am 11 Jan 1994; 9 Jun 2008]</p> <p>(6) as allowed in Systemwide Bylaw 20 and Systemwide Bylaw 330(C), the Graduate Council reserves the right to delegate to the Dean of the Division of Graduate Education routine administrative decisions related to the regulations and policies of the Graduate Council as</p>	<p>(3) As allowed in Systemwide Bylaw 20, in coordination with the Undergraduate Council, the Graduate Council delegates the administration of the periodic review of all graduate programs of study to the Academic Program Review Committee. The Councils retain final authority for the approval of program review reports, closures, and special actions. If the Graduate Council judges after a review of a graduate program that it should be discontinued, procedures outlined in Appendix V shall be observed. [See also Appendix III, Part VII] [Am 11 Jan 1994; 8 Jun 2023]</p> <p>(4) is delegated authority from the Los Angeles Division of the Academic Senate to recommend to the Coordinating Committee on Graduate Affairs (CCGA) proposals for:</p> <ul style="list-style-type: none"> <li>(a) new graduate programs leading to existing degrees; and</li> <li>(b) new programs leading to graduate level Certificates. [Am 11 Nov 1986]</li> </ul> <p>(5) appoints the Committees to Administer the Interdepartmental Degree Programs (CAIDPs) for graduate programs, and, together with the Undergraduate Council appoints CAIDPs with both graduate and undergraduate programs; members shall serve for three years. In discharging this duty, the Council shall formulate and approve written policies for the selection of the Administrative Committees and the Committee Chairs, and shall consult with the Executive Committee of the appropriate College or schools if an undergraduate degree is also offered by the Program. [En 24 May 1988; Am 11 Jan 1994; 9 Jun 2008]</p> <p>(6) as allowed in Systemwide Bylaw 20 and Systemwide Bylaw 330(C), the Graduate Council reserves the right to delegate to the Dean of the Division of Graduate Education routine administrative decisions related to the regulations and policies of the Graduate Council as</p>
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<p>described in its delegation guidelines (see Appendix III, Bylaws of the Graduate Council). The Graduate Council will monitor and review these delegated decisions on an annual basis, and revise its delegation guidelines accordingly. [En 28 May 1998]</p> <p>(7) In coordination with the Undergraduate Council, oversees and monitors University Extension courses, instructors, and programs that convey degree credit at UCLA, such as the XL series. [En 23 Nov 2021]</p> <p>(8) Sets standards for and reviews the Graduate Council diversity fellowships. [En 23 Nov 2021]</p>	<p>described in its delegation guidelines (see Appendix III, Bylaws of the Graduate Council). The Graduate Council will monitor and review these delegated decisions on an annual basis, and revise its delegation guidelines accordingly. [En 28 May 1998]</p> <p>(7) In coordination with the Undergraduate Council, oversees and monitors University Extension courses, instructors, and programs that convey degree credit at UCLA, such as the XL series. [En 23 Nov 2021]</p> <p>(8) Sets standards for and reviews the Graduate Council diversity fellowships. [En 23 Nov 2021]</p> <p>(9) <u>Conduct limited reviews on local faculty oversight of professional schools</u> [Am date approved]</p>
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March 5, 2024

To: Brooke Scelza, Chair, Graduate Council

From: Andrea Kasko, Chair, UCLA Academic Senate

**Re: Proposal to Perform Limited Reviews of Professional Schools**

At the February 29, 2024, meeting of the Executive Board (EB), members discussed the Graduate Council's proposal to perform limited reviews of professional schools. Members approved a motion to endorse the proposal. One student representative was also in favor. Members agreed with the importance of ensuring that a rigorous review with Senate faculty oversight is in place.

Thank you for an opportunity to review this proposal.

Cc: Kathy Bawn, Vice Chair/Chair Elect, UCLA Academic Senate  
Jessica Cattelino, Immediate Past Chair, UCLA Academic Senate  
April de Stefano, Executive Director, UCLA Academic Senate  
Emily Le, Principal Policy Analyst, UCLA Academic Senate  
Adriana Rosalez, Administrative Analyst, UCLA Academic Senate



3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

January 24, 2024

To: Andrea Kasko, Chair, UCLA Academic Senate

From: Brooke Scelza, Chair, Graduate Council

**Re: Proposal to Perform Limited Reviews of Professional Schools**

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At its meeting on January 12, 2024, the Graduate Council discussed and approved the proposal to perform limited reviews of professional schools and the corresponding proposed amendment to Divisional Bylaw 65.2: Graduate Council (6 in favor, 0 opposed, 0 abstain; GSA Representatives: 1 in favor, 0 abstain, 0 opposed). We are submitting the proposal and amendment for your consideration and endorsement.

As outlined in the attached proposal, the primary goal of limited reviews is to establish a process by which the Graduate Council can verify the existence of rigorous and effective parallel review structures of professional programs exempt from Council oversight. The limited reviews will be focused on the conditions for admissions and degrees and faculty oversight of the following UCLA professional degree programs: MD, DDS, JD, LLM, and SJD.

Thank you for your time and consideration. If you have any questions, please contact me via Graduate Council Analyst, Emily Le, at [ele@senate.ucla.edu](mailto:ele@senate.ucla.edu).

cc: Kathleen Bawn, Vice Chair/Chair-Elect, Academic Senate  
Jessica Cattelino, Immediate Past Chair, Academic Senate  
April de Stefano, Executive Director, Academic Senate

## Proposal to Perform Limited Reviews of Professional Schools

### Proposal and Rationale

In 2008, the Academic Council approved the Coordinating Committee on Graduate Affairs (CCGA) request to reinstate CCGA's authority to approve new M.D., D.D.S., D.V.M., Pharm.D., and J.D. degree programs, consistent with CCGA's 1995 Report on Professional School Oversight. As a result of that report, the University Committee on Rules and Jurisdiction (UCRJ) took the position that graduate professional schools retain their own authority over course approvals and grading policies, but are otherwise subject to the same Senate oversight as any other graduate program. In reinstating its authority to approve new professional degrees, CCGA left the discretion of oversight of established degree programs to the Divisional Graduate Councils or their designees. Per *Appendix T: Academic Senate Oversight of Professional Schools and Role of CCGA in the Review of Professional Degrees*, Divisional Graduate Councils may delegate "their oversight responsibilities of professional schools offering the specific degrees of the M.D., D.D.S., D.V.M., Pharm.D., and J.D.". However, the Council's delegation "should be based on the existence of rigorous and effective parallel review structures within the exempted professional schools."

At present, the Graduate Council currently has no mechanism to verify the existence of rigorous and effective parallel review structures within the exempted professional schools. The Graduate Council consulted with the Committee on Rules & Jurisdiction to verify whether the Council has authority to perform limited review of these parallel review structures within the "exceptional" graduate degree programs. At their meeting on April 26, 2023, the Committee on Rules & Jurisdiction concurred with the Graduate Council's interpretation that the Council has authority to perform limited exploratory review according to the framework of *CCGA Handbook Appendix T*.

In order to foster academic excellence and shared governance, the Graduate Council proposes to conduct reviews to verify the existence of a parallel review structure and Senate faculty oversight of the following professional programs, which are currently not reviewed by the Divisional Graduate Council: M.D., D.D.S., D.V.M., Pharm.D., J.D., LL.M., and S.J.D. degrees. The proposed review will be similarly structured to the Academic Program Review, but focused on reviewing local faculty oversight as opposed to the programs themselves, and will occur on an eight-year review cycle. The Council recommends the following review schedule:

The Graduate Council recommends the following site visit schedule:

- David Geffen School of Medicine: AY2025-2026
- School of Dentistry: AY2028-2029
- School of Law: AY2031-2032

The administration and Faculty Executive Committees of professional schools under review will be notified one academic year prior to the site visit and will prepare a self-review report. A review team consisting of members of the Graduate Council will conduct a site visit and present its report to the Council. The school under review will have the subsequent academic year to respond to the review report. The

procedures for limited review are detailed in the next section. If the Council finds there is no parallel review structure or sufficient Senate faculty involvement, the Council may reassert its oversight responsibilities of professional schools with exceptional programs.

## Procedures for Limited Review

### Graduate Council Procedures for Limited Review of Professional Schools

The primary goal of limited reviews is to maintain and strengthen the quality and academic excellence of professional degree programs in which oversight has been delegated to its respective professional schools by verifying the existence of an academic review structure within the professional schools and Senate faculty oversight of the professional degree programs. The limited reviews will be focused on the conditions for admission and for degrees and will be conducted for the following professional degree programs: M.D., D.D.S., D.V.M., Pharm.D., J.D., LL.M., and S.J.D.

#### **1. Self-Review by the Unit**

The Graduate Council shall notify each school to be reviewed by the beginning of Fall Quarter of the academic year prior to the site visit, requesting the school undertake a self-review that includes an assessment of the review structure and faculty governance of its professional degree programs, including school and/or departmental bylaws. The Graduate Council will identify the information required to prepare the self-review. The school's faculty executive committee must vote on the final draft of the self-review. The results of the vote must be reported and include the number of eligible votes.

#### **2. Review Team**

The review team will ordinarily consist of at least two members of the Graduate Council.

#### **3. Site Visit Schedule**

A one-day site visit will be scheduled for the year following the self-review was submitted. The following elements will be part of each site visit: private meetings with the unit dean and/or chair; departmental chairs, the School's Faculty Executive Committee and relevant subcommittees; individual or group meetings with a representative sample of faculty involved in admissions or degree requirements; open time for faculty to sign up for individual or group meetings; and unscheduled time when the review team may meet with other relevant stakeholders.

#### **4. Program Review Report**

After the site visit, the review team will submit a report and its findings to the Graduate Council for approval, closure, and other related actions. The approved final report will be sent to the appropriate administrators, unit dean and/or chair, chair of the relevant Faculty Executive Committee, and relevant Academic Senate committees and councils.

#### **5. Progress Assessment: Unit Response**

The School will have an opportunity to respond to the report and address any recommendations.

#### **6. Progress Assessment: Follow up with the Unit and Closure**

The response will be reviewed by the review team chair, who will write a progress assessment report on behalf of the review team. The report will indicate the next review date and recommend one of the following: 1) waiving the Progress Review Meeting and closing the review, pending Council's approval; 2) scheduling one or more Progress Review Meetings. Based on the progress review meeting, the review team may recommend closure of the review. Any special action is subject to approval by the Council. If closure is recommended, the next review will be determined

by the Graduate Council at the recommendation of the review team and will normally be scheduled no later than nine years after the current site visit.

**7. Special Actions**

The review team may decide that progress has been unsatisfactory. If so, the review team may recommend that the Graduate Council reasserts its oversight responsibilities to professional schools offering the specific degrees of M.D., D.D.S., D.V.M., Pharm.D., J.D., LL.M., and S.J.D. and request that a full academic program review, focused on admissions and conditions for degrees, be conducted of the programs under the schools in which unsatisfactory progress has been made.

May 1, 2024

Lynn Vavreck, Chair  
Committee on Undergraduate Admissions and Relations with Schools

**Re: Amendment to Bylaw 65.5 and Repeal of Appendix IV**

Dear Chair Vavreck,

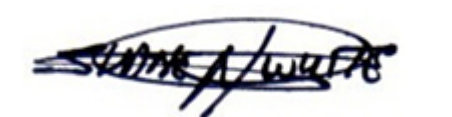
The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to Bylaw 65.5 and repeal of Appendix IV. The proposed bylaws were considered and reviewed by CR&J on April 24, 2024.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

The Committee therefore submits these proposed modifications for inclusion on the next Legislative Assembly agenda.

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee's analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,

A handwritten signature in blue ink, appearing to read "Shane White", enclosed in a rectangular box.

Shane White, Chair  
Committee on Rules and Jurisdiction

cc: April de Stefano, Executive Director, Academic Senate  
Andrew Fuligni, Vice Chair, Committee on Undergraduate Admissions and Relations with Schools  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Andrea Kasko, Chair, Academic Senate  
Julia Nelsen, Principal Policy Analyst, Academic Senate  
Members of the Committee on Rules and Jurisdiction

April 15, 2024

TO: Shane White, Chair, Committee on Rules and Jurisdiction (R&J)

FR: Lynn Vavreck, Chair, Committee on Undergraduate Admissions & Relations with Schools

RE: **Proposal to Repeal Appendix IV and Amend CUARS Bylaw 65.5**

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At its meeting on April 12, 2024, the Committee on Undergraduate Admissions & Relations with Schools (CUARS) reviewed and unanimously approved the attached proposal to repeal Appendix IV and amend Bylaw 65.5 (6 in favor, 0 oppose, 0 abstain; USAC representatives: 1 in favor, 0 opposed, 0 abstain).

We submit the proposal for R&J's consideration and review for congruence with Academic Senate regulations. Following R&J's review, we hope that the proposal can be added to the final Legislative Assembly meeting of the 2023-24 academic year, scheduled for May 16, 2024.

With any questions, please contact me via committee analyst Julia Nelsen at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

CC: Andrew Fuligni, Vice Chair, CUARS  
Julia Nelsen, Principal Policy Analyst, UCLA Academic Senate  
Lori Ishimaru, Senior Policy Analyst, UCLA Academic Senate

### **Rationale for Proposal to Repeal Appendix IV and Amend CUARS Bylaw 65.5**

The Legislative Assembly approved Appendix IV on April 11, 1978. The Appendix originated as a proposal from the former Committee on Educational Policy (CEP) for “Guidelines and Policies Concerning Undergraduate Recruitment and Admission of Disadvantaged Students.” As noted in the documents submitted to the Legislative Assembly at the time, CEP developed the guidelines in an effort to support outreach, recruitment, and “access to UCLA for persons disadvantaged by cultural or economic factors” (see enclosure below).

Since CEP was disestablished in 1995, CUARS has overseen all matters regarding undergraduate admissions and relations with schools. CUARS amended Appendix IV only once in 2008, approving a conforming editorial change to name of the Chancellor’s Enrollment Advisory Committee. CUARS recently reviewed the Appendix in January/April 2024 and deemed the language obsolete and no longer reflective of systemwide and divisional policies governing undergraduate admissions:

- UCLA now admits students in accordance with the [Regents Policy on Undergraduate Admissions](#) adopted in 1988 and amended in 2022. Guidelines regarding equitable access to the University are also enshrined in the [University of California Diversity Statement](#) adopted in 2007 and amended in 2010.
- In 2006, CUARS developed and approved holistic review criteria and guiding principles which the UCLA Office of Undergraduate Admissions uses to select eligible students through a comprehensive assessment of academic merit and personal achievement, with attention to diversity and equitable access.
- The above policies and guidelines comply with current state and federal legislation regarding affirmative action, which has changed since Appendix IV became effective.

CUARS revised its bylaws in 2009 to more accurately reflect the committee’s duties and authority over undergraduate admissions, in accordance with the abovementioned policies. Relevant parts of Appendix IV are already captured in Bylaw 65.5. CUARS therefore proposes the following:

- Repeal Appendix IV to ensure consistency with current policy and practice.
- Amend Bylaw 65.5 as written below to specify that CUARS will monitor and review both regular and special admissions procedures. CUARS already conducts these duties as part of its charge and the proposed amendment simply codifies current practice.

Enclosure: Original proposal from Committee on Educational Policy (CEP) for “Guidelines and Policies Concerning Undergraduate Recruitment and Admission of Disadvantaged Students.”

Bylaw 65.5 - Current Text	Proposed Text
<p>(A) Membership. The committee consists of nine members: eight appointed members, one of whom shall be the UCLA member of the Board of Admissions and Relations with Schools, and the Associate Vice Chancellor for Enrollment Management, ex officio, without a vote. The chair and vice chair are designated by the Committee on Committees. [Am 5 Feb 2015]</p> <p>(B) Duties. The committee</p> <p>(1) determines criteria for admission and considers other issues related to admissions policies. [Am 11 Jun 2009]</p> <p>(2) contributes to the admission process, both at the freshman and advanced standing levels. [Am 11 Jun 2009]</p> <p>(3) develops and monitors research on admission criteria that can be used to support the university goals and objectives of excellence, access, and diversity. [Am 11 Jun 2009]</p> <p>(4) monitors campus procedures for recruitment, outreach and informational services to schools in order to ensure a well-informed and diverse student body. [Am 11 Jun 2009]</p> <p>(5) maintains liaison with the University Board of Admissions and Relations with Schools, UCLA Undergraduate Admission, and the campus Chancellor's Enrollment Advisory Committee. [Am 13 Nov 2008]</p> <p>(6) reports to and advises the Academic Senate and the Chancellor on matters involving undergraduate admissions and relations with schools. [Am 19 Nov 1985; 23 May 1989]</p>	<p>A) Membership. The committee consists of nine members: eight appointed members, one of whom shall be the UCLA member of the Board of Admissions and Relations with Schools, and the Associate Vice Chancellor for Enrollment Management, ex officio, without a vote. The chair and vice chair are designated by the Committee on Committees. [Am 5 Feb 2015]</p> <p>(B) Duties. The committee</p> <p>(1) determines criteria for admission, <b>monitors and reviews procedures for regular and special admissions</b>, and considers other issues related to admissions policies. [Am 11 Jun 2009]</p> <p>(2) contributes to the admission process, both at the freshman and advanced standing levels. [Am 11 Jun 2009]</p> <p>(3) develops and monitors research on admission criteria that can be used to support the university goals and objectives of excellence, access, and diversity. [Am 11 Jun 2009]</p> <p>(4) monitors campus procedures for recruitment, outreach and informational services to schools in order to ensure a well-informed and diverse student body. [Am 11 Jun 2009]</p> <p>(5) maintains liaison with the University Board of Admissions and Relations with Schools, UCLA Undergraduate Admission, and the campus Chancellor's Enrollment Advisory Committee. [Am 13 Nov 2008]</p> <p>(6) reports to and advises the Academic Senate and the Chancellor on matters involving undergraduate admissions and relations with schools. [Am 19 Nov 1985; 23 May 1989]</p>



COMMITTEE ON ACADEMIC FREEDOM

To the Academic Senate, Los Angeles Division:

In April, 1976, the United States Select Committee to Study Governmental Operations with respect to "Intelligence Activities" (the "Select Committee") published its Final Report. The Final Report includes the information that the CIA has been using academics in a clandestine fashion for intelligence purposes:

The CIA is now using several hundred American academics, who in addition to providing leads and, on occasion, making introductions for intelligence purposes, occasionally write books and other materials to be used for propaganda purposes abroad . . . At the majority of institutions [where these academics are located], no one other than the individual concerned is aware of the CIA link . . . This report on the nature and extent of covert individual relations with the CIA is intended to alert these institutions that there is a problem.

[Quote from the Final Report of the Select Committee: pp. 189-190]  
[A copy of the relevant portion of the Final Report of the Select Committee is on file in the Academic Senate for reading by members of the Academic Senate.]

The covert and clandestine use of an academic position for the furtherance of intelligence activities violates the purpose of the University, and tends to undermine the integrity of the University system. It has been condemned as unethical by various professional societies. It jeopardizes access to research sites by faculty dependent upon the good will of foreign governments for permission to do fieldwork. Consequently the Committee on Academic Freedom unanimously urges adoption of the following resolution:

We, the members of the Academic Senate, condemn the covert and clandestine use of an academic position to further intelligence operations and call upon our colleagues not to engage in such activity.

D. READ, Chairman

March 16, 1978

[Resolution first discussed at the Legislative Assembly meeting of December 6, 1977 and referred back to committee for reworking.]

COMMITTEE ON EDUCATIONAL POLICY

To the Academic Senate, Los Angeles Division:

GUIDELINES AND POLICIES CONCERNING UNDERGRADUATE  
RECRUITMENT AND ADMISSION OF DISADVANTAGED STUDENTS

For several years, the Committee on Educational Policy has centered much of its attention on the problems of recruitment and admission to UCLA whether by the regular admission process or by special action. At the time of admission the selection criteria are of controlling importance and are much debated. In terms of a student's readiness for higher level education, however, the focus shifts to a concern with what takes place at the preparatory stages of secondary schooling, counselling and guidance.

Recently, the subject of access to UCLA for persons disadvantaged by cultural or economic factors has been of special concern to the Committee on Educational Policy. The CEP has formulated the following policy guidelines and policy recommendations in this area, and now seeks the approval of the Legislative Assembly, Los Angeles Division, with the objective of incorporating them as an Appendix to the Senate Manual, and charging the Committee on Educational Policy with the continuing responsibility for review of UCLA undergraduate admissions practices - both regular and special-action procedures - to evaluate their conformity with these guidelines and to report each year on the steps taken to implement these policies.

GUIDELINES

A. *Responsibilities of UCLA*

The University of California has accepted a social responsibility to facilitate admissions of disadvantaged persons by both special programs and recruitment efforts. The need for programs directed towards reducing cultural and economic barriers to admission is based on commitment to equality of access for all qualified persons. There should be no conflict between this commitment and the University's commitment to educational excellence. The social responsibility for such efforts also rests on the distinctive capacities of the University in helping those from disadvantaged backgrounds break the cycle of poverty and underachievement and on the potential of the University in helping to establish role models for cultural minorities.

B. *Cooperation with Other Segments of Higher Education*

Other segments of public higher education also have social responsibilities in this area. Within the state's tripartite system, community colleges and the state university system (CSUC) are responsible for more students. Their programs designed to meet their responsibility, together with their diversity in students, size, and community proximity, make them in some respects better able to handle the special interests and problems of many disadvantaged students. Nevertheless, UCLA must fulfill its own responsibilities toward improved access for disadvantaged persons. For many persons, community colleges and the state university system (CSUC) will provide the best bridge from disadvantaged segments of the community to UCLA. Cooperation with community colleges and campuses of the state university system, to reduce barriers to university access for their students, is an important aspect of the University's responsibility.

C. *Cooperation with High Schools and Junior High Schools*

High school and junior high school teachers, counsellors, and administrators may be helpful in identifying the most capable students from disadvantaged



backgrounds. The senior and junior high schools must play a major role in preparing disadvantaged students for college and university work. Neglect at early stages by either senior or junior high schools often leads to remedial needs which could have been avoided by better counsel and preparation. Effective cooperation with those responsible for guidance and teaching at both levels needs to be established and sustained. UCLA has a responsibility to provide information and to cooperate in pinpointing barriers to university access which occur in earlier education.

#### POLICIES

1. UCLA should actively recruit qualified students from disadvantaged backgrounds. This recruitment effort must, however, be directed to students intellectually capable of overcoming their disadvantages. It is a disservice to the individuals involved, to the University, and to the community at large to enroll students who cannot complete a program of studies without excessive remedial preparation. Bringing unprepared individuals to the University only leads to failure, frustration, discouragement, and withdrawal or dismissal. This is certainly no way to fulfill the social responsibility of the University in this area. High school GPA as well as performance on standardized tests and recommendations of high school teachers, counsellors, and administrators should all be taken into account in identifying students capable of completing a program of studies.
2. Recruitment programs should search out highly able disadvantaged students at the undergraduate level, should inform them personally of our interest, the programs, and support opportunities at UCLA, and should assist candidates in meeting the complexities of the application process (for admission and for financial support) without lowering of academic standards.
3. It is not sufficient for UCLA simply to recruit students with cultural and economic disadvantages. Where necessary, such students must be supported once admitted through special programs of assistance, including specialized counselling, tutoring, and summer programs.
4. UCLA should cooperate with other segments of public higher education in programs of recruitment of disadvantaged students at the level of transfer in undergraduate status.
5. UCLA should cooperate with high schools and junior high schools serving students with disadvantaged backgrounds in improving their academic programs.
6. All programs of recruitment of disadvantaged students must be fully accountable to both the Administration and the Academic Senate. This accountability must include: information on activities, schools, and individuals contacted, students enrolled, etc.; information on cooperative programs with other segments of public higher education, high schools and junior high schools; high school GPA, scores on standardized tests, and other measures of previous performance for students admitted; completion rates, persistence rates, and grades received for students; and information on students redirected.

7. The Committee on Educational Policy is charged with the continuing responsibility for review of UCLA undergraduate admissions practices - both regular and special-action procedures - to evaluate their conformity with these guidelines and to report each year on the steps taken to implement these policies.

March 13, 1978

D. MARVICK, Chairman

#### RULES AND JURISDICTION

The Committee on Rules and Jurisdiction has reviewed the proposed appendix of the Divisional Manual. It is the Committee's understanding that the term "academic standards," as used in the guidelines, embraces all requirements for admission set forth in existing legislation of the Academic Senate. Within that meaning, the proposed appendix is in conformity with the code of the Academic Senate.

March 20, 1978

PAUL ROSENTHAL, Chairman



In conclusion, I would like to thank both Chairmen Ridley and Orbach for the cooperation and concern they have expressed when dealing with the students. Also, I would like to thank this Assembly for giving me this opportunity.

1976-77 CEP Chairman Intriligator said that the operations of CEP last year and that of many other standing Senate committees involved recording student votes separately. The effect of having the student vote recorded separately is not essential because as a general rule there had been enough discussion for a consensus to have been reached. Mr. Intriligator suggested that the students use the "Student Petition" option always provided on the agenda of these meetings.

Mr. Banks responded that in his view students have not been sufficiently consulted in crucial issues, such as on the Executive Committee of the College of Letters and Science on the Communications Studies matter and in deliberations on the "A+" grade. Mr. Banks thought that placed where it is on the agenda, Student Petitions would never be heard because of the potential loss of quorum. He said that he and Ms. Ridley had unsuccessfully attempted to bring an issue to light via the Student Welfare Committee. He acknowledged with thanks the extremely cooperative attitude of Senate Chairmen Orbach and Ridley this year. Mr. Redheffer noted a correlation between the students' wish for a vote and the faculty members' wish for a vote on the Board of Regents.

Mr. Banks received a round of applause.

#### REPORTS OF STANDING COMMITTEES

Committee on Academic Freedom: On behalf of his Committee, Chairman D. Read presented the following resolution:

We, the members of the Academic Senate, condemn the covert and clandestine use of an academic position to further intelligence operations and call upon our colleagues not to engage in such activity.

This resolution is a tightened and shortened version of the version referred back to committee by the Legislative Assembly on December 6, 1977 and October 4, 1977. Discussion ensued and the suggestion was made that the words "use of academic position" be replaced with "activity of faculty." Mr. Read expressed reservation about accepting this modification and Mr. Lofchie also a member of the CAF, explained why the committee felt strongly that the substitution would be undesirable. Mr. Kaplan moved an amendment to the language.

We the members of the Academic Senate condemn the use of an academic position to cover for covert and clandestine intelligence operations and call upon our colleagues not to engage in such activity.

The motion to amend failed. The question was called and the motion in support of the resolution [call, p 4] was approved.

Election: Ms. Ridley presented the report of the election results [call, pp.2-3] and offered heartfelt congratulations and great sorrow to David Maxwell who has been elected Vice Chairman for what lies ahead. Mr. Maxwell received a round of applause.

Committee on Educational Policy: Mr. Marvick, Chairman, presented the proposed Appendix to the Los Angeles Division Manual entitled "Guidelines and Policies Concerning Undergraduate Recruitment and Admission of Disadvantaged Students." This document is the consummation of deliberations which began last year under the leadership of Mr. Intriligator, were picked up in the fall of 1977 and supplemented by sessions with Vice Chancellors C. Z. Wilson and Winston Doby. Mr. Marvick briefly discussed the difference between the proposed guidelines - which aim at working with junior and senior high schools and with community and four-year colleges in a sustained effort to fill a "pipeline" with disadvantaged but talented and potential UCLA students - and the complex policy questions that arise at the admissions "threshold" itself. He saw no need for a lowering of academic standards in the recruitment of minority and disadvantaged students. These guidelines provide a mechanism at "filling the pipeline."

At the same time "threshold" decisions about which students to admit and which not to admit need to be made with the substantial involvement of faculty. A subcommittee of CEP has been working for several months now with Winston Doby exploring how UCLA special admissions decisions are made. Mr. Marvick stressed the necessity of sampling a dozen or so test cases to assure that the admissions people and the faculty reach the same conclusions. In addition to the actions of the CEP, there has recently been established an ad hoc committee charged with Special Admissions. This committee, with which the CEP will cooperate fully, said Mr. Marvick, includes the three-person subcommittee of CEP as well as others.

That work would necessarily take time. Meanwhile the possibilities of a better outreach program should not be ignored. Hence, CEP was presenting its recommendations now for "filling a recruitment pipeline" more effectively.

Mr. Marvick moved approval of the Guidelines and Policies [call, pp.5-7].

Mr. Franker, member of the ad hoc committee on special admissions, spoke strongly against portions of the report. He called the report a political response well intentioned, but imprecise and inaccurate. He asked how "guidelines" and "policies" differed. He suggested that references to "cultural" and "economical" barriers to admission be replaced by "educational" barriers in Section A, Guideline. He further suggested that the final sentence of Section A, Guidelines, be deleted in its entirety. Mr. Intriligator explained that "guidelines" are principles and "policies" are actions we must take. Mr. Franker moved the aforementioned substitution and deletion. The motion to amend failed. The motion to approve the Appendix as originally presented was approved.

Graduate Council: In the absence of Chairman Aroni, Graduate Dean James Phillips, member of the Graduate Council, presented the proposal for establishment of an MS in Experimental Pathology [call, pp. 14-15]. The proposal was approved.

Coordinating Council on Academic Programs and Policies: Mr. Maxwell moved approval of modification of Regulation A-315, the DR Grade [call, pp. 8-9] and reported that the Committee on Rules and Jurisdiction had ruled it to be in compliance with the code of the Senate. The motion carried and the proposal will be sent forward to the Assembly for ratification at its meeting of May 24, 1978.

May 8, 2024

Yi Tang, Chair  
Committee on Committees

**Re: Amendment to Bylaw 85**

Dear Chair Tang,

The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to Bylaw 85. The proposed bylaw was considered and reviewed by CR&J on May 1, 2024 and May 8, 2024.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

Before the proposal is advanced to the Legislative Assembly, CR&J requests the following conforming changes to the proposal:

- F.2. "Subject to confirmation by the Legislative Assembly at its next meeting, the Committee appoints replacements to Standing Committees of the Division upon receipt of resignations or whenever the Committee on Committees determines that vacancies exist; reserves the right to reassess the renewal and continuation of an appointment." – Change to "vacancies exist; and reserves the right to".

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee's analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,



Shane White, Chair  
Committee on Rules and Jurisdiction

cc: April de Stefano, Executive Director, Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Andrea Kasko, Chair, Academic Senate  
Renee Rouzan-Kay, Senior Policy Analyst, Academic Senate  
Members of the Committee on Rules and Jurisdiction

April 22, 2024

Shane White, Chair  
Committee on Rules and Jurisdiction

**Re: Proposed Amendment to Bylaw 85**

Dear Chair White,

At its April 18, 2024, meeting, the Committee on Committees reviewed Bylaw 85. Members agreed to amend Bylaw 85(F)(2), voting 10 in favor, 0 opposed, and 0 abstained. Eight members were absent during the vote.

Rationale and Justification for an amendment to Bylaw 85

The proposed amendment outlines the need to add the following language to Bylaw 85(F)(2): *and reserves the right to reassess the renewal and continuation of an appointment*. This amendment addresses procedures currently practiced by the Committee on Committees when nominating and inviting members to serve on standing committees of the Division, which the committee would like amended to its bylaw.

By way of this memorandum, the Committee on Committees requests that the Committee on Rules and Jurisdiction, as the designated body for reviewing proposed amendments, thoroughly examine the proposed language to amend Bylaw 85(F)(2). Once approved, we request that the proposed changes be sent to the Legislative Assembly for final approval.

Thank you for your time and consideration of the proposed amendment. If you have any questions, please do not hesitate to contact me at [yitang@g.ucla.edu](mailto:yitang@g.ucla.edu) or via the Committee analyst, Renee Rouzan-Kay, at [rrouzankay@senate.ucla.edu](mailto:rrouzankay@senate.ucla.edu).

Sincerely,



Yi Tang, Chair  
2023-24 Committee on Committees

Cc: April de Stefano, Executive Director Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Committee on Rules and Jurisdiction  
Renee Rouzan-Kay, Senior Policy Analyst, Committee on Committees  
Members of the Committee on Committees



<b>Current:</b> <b>Bylaw 85 Committee on Committees</b>	<b>Proposed (Changes in red):</b> <b>Bylaw 85 Committee on Committees</b>
<p>(A) Membership. The Committee consists of nineteen members, including sixteen members representing the constituencies designated in Appendix XIX, and three at-large members. Approximately one-third of the constituency representatives, and one at-large member, shall be elected annually. One-third of the members shall constitute a quorum. [Am 13 Feb 2001]</p>	<p>(A) Membership. The Committee consists of nineteen members, including sixteen members representing the constituencies designated in Appendix XIX, and three at-large members. Approximately one-third of the constituency representatives, and one at-large member, shall be elected annually. One-third of the members shall constitute a quorum. [Am 13 Feb 2001]</p>
<p>(B) Term. The normal term is three years, beginning on September first. Except as otherwise provided herein, no member is eligible for immediate re-election. Each seat shall be filled successively by units from within the constituency (e.g., departments or departmental divisions); representation must rotate fairly among all units in the constituency. No unit within a constituency shall be eligible to fill a seat in successive terms, and the total continuous length of service by a member or a unit shall not exceed four years. [Am 9 Nov 1995; 27 May 1997; 13 Feb 2001; 24 Apr 2008]</p>	<p>(B) Term. The normal term is three years, beginning on September first. Except as otherwise provided herein, no member is eligible for immediate re-election. Each seat shall be filled successively by units from within the constituency (e.g., departments or departmental divisions); representation must rotate fairly among all units in the constituency. No unit within a constituency shall be eligible to fill a seat in successive terms, and the total continuous length of service by a member or a unit shall not exceed four years. [Am 9 Nov 1995; 27 May 1997; 13 Feb 2001; 24 Apr 2008]</p>
<p>(C) Vacancies. Constituencies must fill their seats on the Committee without interruption. In the event that an elected representative cannot complete a term (e.g., due to resignation or sabbatical leave), the Chair of the Committee on Committees shall notify the appropriate Faculty Executive Committee within the constituency in question that the seat has been vacated. In these cases, the FEC may appoint a representative to fill the seat until the next regularly scheduled annual Senate election. Appointees should be selected from the unit within the constituency whose representative vacates the seat with consideration for creating a diverse committee. In extraordinary cases, appointees eligible for election may be selected from another unit. Representatives who are elected to serve for the remainder of a term may come from any unit within the constituency that is eligible for election. If the appointee is from the same unit, the term is limited to the years remaining of the term. If the appointee is from a different unit within the constituency, the appointee may serve a full three-year term. [En 13 Feb 2001; Am 24 Apr 2008; 11 Feb 2010]</p>	<p>(C) Vacancies. Constituencies must fill their seats on the Committee without interruption. In the event that an elected representative cannot complete a term (e.g., due to resignation or sabbatical leave), the Chair of the Committee on Committees shall notify the appropriate Faculty Executive Committee within the constituency in question that the seat has been vacated. In these cases, the FEC may appoint a representative to fill the seat until the next regularly scheduled annual Senate election. Appointees should be selected from the unit within the constituency whose representative vacates the seat with consideration for creating a diverse committee. In extraordinary cases, appointees eligible for election may be selected from another unit. Representatives who are elected to serve for the remainder of a term may come from any unit within the constituency that is eligible for election. If the appointee is from the same unit, the term is limited to the years remaining of the term. If the appointee is from a different unit within the constituency, the appointee may serve a full three-year term. [En 13 Feb 2001; Am 24 Apr 2008; 11 Feb 2010]</p>
<p>(D) Representation. As listed in Appendix XIX, sixteen members of the Committee shall be elected by designated constituencies. The remaining three members shall be elected by the entire Faculty of the Los Angeles Division. The determination of voting constituencies and the solution of problems arising out of their reapportionment are recommended to the Division every four years or as deemed necessary by DMS</p>	<p>(D) Representation. As listed in Appendix XIX, sixteen members of the Committee shall be elected by designated constituencies. The remaining three members shall be elected by the entire Faculty of the Los Angeles Division. The determination of voting constituencies and the solution of problems arising out of their reapportionment are recommended to the</p>

<p>the Committee on Rules and Jurisdiction. [Am 8 Feb 1983; 22 May 1990; 13 Feb 2001; 11 Feb 2010]</p> <p>(E) Organization. The committee elects its own chair and secretary and makes its own rules of procedure, consistent with the Bylaws of the Academic Senate. Members of the Committee are eligible to serve as members, chairs, or vice chairs of other committees. [Am 13 Feb 2001]</p> <p>(F) Duties.</p> <p>(1) Subject to confirmation by the Legislative Assembly, the Committee on Committees appoints the chair, vice chair, and all non-ex officio members of each Standing Committee of the Division; and annually appoints the alternate representatives and half the allotted number of representatives to the Assembly of the Academic Senate. Appointments of standing committee members are reported to the Legislative Assembly in the Spring term of the year next following the election of the committee in time for the University Committee to determine its appointments for the succeeding academic year. [Am 25 Apr 1995; 16 Nov 1999]</p> <p>(2) Subject to confirmation by the Legislative Assembly at its next meeting, the Committee appoints replacements to Standing Committees of the Division upon receipt of resignations or whenever the Committee on Committees determines that vacancies exist. Subject to confirmation by the Division the Committee on Committees can, for good cause, determine that a chair, vice chair or member has failed to fill the committee position and that a vacancy exists.</p> <p>(3) Unless otherwise specified by action of the Division or the Legislative Assembly, the Committee appoints the chair and members, or replacement of members, of special committees. Such appointments are effective until the committee is discharged and do not require confirmation.</p> <p>(4) The Committee nominates to the University Committee on Committees members at-large (and their replacements when vacancies occur) of University standing and special committees</p> <p>(5) Except as otherwise provided, the Committee may confer with the Chancellor regarding the appointment of Deans (or officers of equivalent rank) or, at its discretion, may nominate committees to do so.</p>	<p>Division every four years or as deemed necessary by the Committee on Rules and Jurisdiction. [Am 8 Feb 1983; 22 May 1990; 13 Feb 2001; 11 Feb 2010]</p> <p>(E) Organization. The committee elects its own chair and secretary and makes its own rules of procedure, consistent with the Bylaws of the Academic Senate. Members of the Committee are eligible to serve as members, chairs, or vice chairs of other committees. [Am 13 Feb 2001]</p> <p>(F) Duties.</p> <p>(1) Subject to confirmation by the Legislative Assembly, the Committee on Committees appoints the chair, vice chair, and all non-ex officio members of each Standing Committee of the Division; and annually appoints the alternate representatives and half the allotted number of representatives to the Assembly of the Academic Senate. Appointments of standing committee members are reported to the Legislative Assembly in the Spring term of the year next following the election of the committee in time for the University Committee to determine its appointments for the succeeding academic year. [Am 25 Apr 1995; 16 Nov 1999]</p> <p>(2) Subject to confirmation by the Legislative Assembly at its next meeting, the Committee appoints replacements to Standing Committees of the Division upon receipt of resignations or whenever the Committee on Committees determines that vacancies exist; <i>and reserves the right to reassess the renewal and continuation of an appointment.</i> Subject to confirmation by the Division the Committee on Committees can, for good cause, determine that a chair, vice chair or member has failed to fill the committee position and that a vacancy exists.</p> <p>(3) Unless otherwise specified by action of the Division or the Legislative Assembly, the Committee appoints the chair and members, or replacement of members, of special committees. Such appointments are effective until the committee is discharged and do not require confirmation.</p> <p>(4) The Committee nominates to the University Committee on Committees members at-large (and their replacements when vacancies occur) of University standing and special committees</p> <p>(5) Except as otherwise provided, the Committee may confer with the Chancellor regarding the appointment of Deans (or officers of equivalent rank) or, at its discretion, may nominate committees to do so.</p>
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May 8, 2024

Margaret Shih, Chair  
Management

**Re: Amendment to the Department of Management Bylaws**

Dear Chair Shih,

The Committee on Rules and Jurisdiction (CR&J) has reviewed the proposed amendment to the Department of Management bylaws. The proposed bylaws were considered and reviewed by CR&J on May 8, 2024.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

The Committee therefore submits these proposed modifications for inclusion on the next Legislative Assembly agenda.

If you have any questions, please do not hesitate to contact me at [snwhite@dentistry.ucla.edu](mailto:snwhite@dentistry.ucla.edu) or via the Committee's analyst, Lori Ishimaru, at [lishimaru@senate.ucla.edu](mailto:lishimaru@senate.ucla.edu).

Sincerely,

A handwritten signature in blue ink, appearing to read "Shane White", enclosed in a rectangular box.

Shane White, Chair  
Committee on Rules and Jurisdiction

cc: April de Stefano, Executive Director, Academic Senate  
Lori Ishimaru, Senior Policy Analyst, Academic Senate  
Andrea Kasko, Chair, Academic Senate  
Hillary Reichman, Senior Manager, Management  
Members of the Committee on Rules and Jurisdiction



## The Anderson Graduate School of Management

*Previous Revisions: June 2, 2011, December 18, 2012, April 16, 2013, & March 1, 2017*

*Bylaws amended by a two-thirds majority vote in a secret online ballot Online vote*

*concluded on March 22, 2024*

*57 Yes, 2 No, 2 Abstain, 28 Did Not Vote*

### I. Faculty

The Senate Faculty of the Anderson Graduate School of Management consists of Regular line professors (Full, Associate, Assistant). The non-Senate Faculty is composed of Visiting, Adjunct, Acting Assistant Professors, and non-Security of Employment Lecturers.

Members of the Academic Senate who hold full, split or joint appointments with waivers (0-100%) within the Department are members of the Department.

### II. Voting Procedures

The voting procedures for the Anderson Graduate School of Management are divided into two types:

1) those delegated to our Staffing Committee and 2) those [voted upon by the eligible faculty constituency, as outlined in the Senate Personnel Actions table below.](#)~~extended to all eligible faculty members.~~

#### 1) Voting Rights – Bylaw 55

In the Department of Management the following actions require a vote by the eligible faculty constituency as indicated below:

<b><u>Senate Personnel Actions</u></b>	
<b><i>Action</i></b>	<b><i>Who may vote</i></b>
<b><u>Appointments</u></b>	
Appointments that confers membership in the Academic Senate: to Assistant Professor, Associate Professor and Full Professor titles (Regular)	Associate and Full Professors
Non-renewal or terminal appointment of an Assistant Professor	Associate and Full Professors
<b><u>Promotions</u></b>	
Promotion to Associate Professor	Associate and Full Professors
Promotion to Full Professor	Full Professors
<b><u>Merits</u></b>	
Merit Increases to steps within Assistant rank, Associate rank, steps II-V, VII-IX of the Full Professor rank, and further advancement within Above-Scale status (Regular)	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Merit Advancement to Professor, Step VI, and Merit advancement to Professor, Above-Scale <i>*Revised June 2, 2011</i>	Full Professors
<b><u>Other actions</u></b>	
Fourth-Year Appraisals, 8-year limit reviews, Preliminary assessment (Regular)	Associate and Full Professors

Five-Year Reviews	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Appointment of Term and Endowed Chair	Associate and Full Professors
Split Appointments	Associate and Full Professors
<b>Non-Senate Personnel Actions</b>	
<u>Appointments</u>	
Appointment to Assistant Adjunct Professor title	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Appointment to Associate Adjunct Professor and Full Adjunct Professor titles	Associate and Full Professors
Appointment to Continuing Lecturer (Unit 18)	Associate and Full Professors
All other non-Senate appointment and reappointments	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
<u>Promotions</u>	
Promotion to Associate Adjunct Professor	Associate and Full Professors
Promotion to Full Adjunct Professor	Full Professors
Promotion to Senior Continuing Lecturer (Unit 18)	Associate and Full Professors
All other non-Senate promotions	Associate and Full Professors
<u>Merits</u>	
Merit Increases to steps within Assistant Adjunct rank, Associate Adjunct rank, steps II-V, VII-IX of the Adjunct Professor rank, and further advancement within Above-Scale status	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Merit Advancement to Adjunct Professor, Step VI, and Merit advancement to Adjunct Professor, Above-Scale	Full Professors
<u>Other actions</u>	
Fourth-Year Appraisals, 8-year limit reviews, Preliminary assessment (Adjunct series)	Associate and Full Professors
Pre-Six Academic Review (Unit 18 Lecturers)	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Continuing Appointee Merits (Unit 18 Lecturers)	No faculty vote. Authority delegated to the Staffing Committee on behalf of the faculty.
Termination or reduction in time of a Continuing Lecturer (Layoff or Discipline and Dismissal)	Associate and Full Professors

## 2) Delegation of Voting Privileges to our Staffing Committee

The Staffing Committee acts as an advisory committee to the Faculty Chair and the Department on merit increases, renewal of appointments, promotions to Associate and Full Professor, fourth-year appraisals, advancement to Professor Step VI and above scale, new ladder-track appointments, five-year reviews, appointments to both term and endowed chairs, appointments to the research professor series, all temporary appointments and reappointments, and continuing appointments for Lecturers.

The Staffing Committee is a committee elected by the faculty, composed of at least five members. The membership consists of voting members from the tenured faculty who serve staggered two-year terms. One Assistant Professor serves as a nonvoting observer for one year. \* Revised December 18, 2012

- 2.A. The voting on any case by the Staffing Committee takes place only after the case has been discussed fully at a meeting of the same committee.
- 2.B. The Department of Management has delegated by a 2/3 majority secret ballot of the Tenured Professors to the Staffing Committee the right to vote on behalf of the faculty on the following actions (*[Faculty vote 07/06/2016; 44 yes; 1 no; 0 abstain; 42 did not vote]*):
  - 2.B.i. All merit increases to steps within the Assistant and Associate Professor ranks and to steps II through V, VII, VIII and IX of the Full Professor rank and further advancement within the Above Scale rank.
  - 2.B.ii. All renewal of appointments for Assistant Professors. If the review involves the possibility of a recommendation of non-renewal, the case will be reviewed and voted upon by the eligible Academic Senate faculty in a Department Meeting.
  - 2.B.iii. All appointments, merits and reappointments to the Unit 18 Lecturer Series except initial appointments to Continuing Lecturer.
  - 2.B.iv. All appointments and reappointments to the Visiting Professor Series.
  - 2.B.v. All merit increases to steps within the Assistant, Associate, and Full Adjunct Professor ranks. All reappointments to all ranks of the Adjunct Series.
  - 2.B.vi. Five-Year Professorial Reviews.
- 2.C. Cases delegated to the Staffing Committee are discussed fully at a meeting of the Staffing Committee.
- 2.D. For cases that require a Department vote (i.e. cases that do not meet the requirements as outlined in section 2.B), a written report is produced containing the same committee's review and recommendations on the case in question. A copy of the Staffing Committee written report is provided to the applicable candidate.

- 2.E. The Staffing Committee report and the candidate response (if applicable) are added to the personnel review dossier and provided to all eligible voting members of the Academic Senate in advance of the Department meeting.

### **3) Voting by eligible faculty members**

- 3.A. All voting is conducted after a meeting is held which provides all eligible members of the Academic Senate the right to discuss fully the case in question.
- 3.B. All voting by eligible faculty members is conducted by secret ballot.
- 3.C. Eligible faculty are given five working days to vote and return secret ballot. The numerical results are then promptly reported to those faculty who were eligible to vote on the case.
- 3.D. Recalled Emeriti may vote on substantial department questions, but not on personnel actions. No other Emeriti are extended the vote.

### **III. Revision of these Bylaws**

The bylaws may be amended by a two-thirds majority vote of Senate members in a secret ballot.

### **Reassignment of a Chair**

The dean and the department chair, upon consultation with the Research Committee, may initiate the process of reassigning a faculty member's chair appointment based on performance. The decision to reassign the faculty member's chair appointment shall be brought before a vote of an ad hoc committee consisting of three chaired professors, the Staffing committee, and the School's full professors. The dean and the department chair shall make the final decision to recommend reassignment of the chair appointment to the Vice-Chancellor, and this recommendation will be reviewed by CAP. This procedure is consistent with APM 191, page 5, which states that "The Chancellor may reassign a chair in accordance with campus procedures, including consultation with the Academic Senate". This procedure will remain in force until UCLA adopts campus procedures that are different from the above, and is subject to any applicable conditions set by the terms of the endowed chair.

Date: April 3, 2024

To: Shane White  
Chair, Committee on Rules and Jurisdiction  
UCLA Academic Senate

From: Margaret Shih  
Department Chair, Deputy Dean of Academic Affairs  
UCLA Anderson School of Management

RE: Proposed Updates to the UCLA Anderson School of Management Department Bylaws

---

Dear Chair White,

The Senate faculty of the UCLA Anderson School of Management has passed updates to the Department's bylaws by a 2/3 majority:

- Online confidential vote concluded on March 22, 2024
- 57 Yes, 2 No, 2 Abstain, 28 Did Not Vote

The proposed bylaw updates are in response to changes required of the School by the UCLA Academic Senate. On December 11, 2023, the UCLA Anderson School of Management Department Chair's Office received a memo from the Academic Senate Committee on Privilege and Tenure stating that UCLA Anderson's practice of having a staffing committee evaluate a faculty promotion case and then report its evaluation directly to the Department faculty without allowing the candidate an opportunity to review and respond to the staffing discussion before the Department vote violated a candidate's rights in the faculty promotions process. As a result, the Senate faculty at UCLA Anderson is required to update our bylaws for our personnel process to comply with the requirements of UCLA's personnel review process.

On December 12, 2023, Department Chair Margaret Shih and Dean Antonio Bernardo met with Michael Levine, Vice Chancellor for Academic Affairs and Erica Chau, Assistant Vice Chancellor, Academic Affairs and Personnel who provided two options for remedying the process. The two options presented to the Department were:

1. The Staffing Committee creates a report of their discussion, which is then provided to the candidate. The Staffing Committee's report and the candidate's response (if applicable) are subsequently passed on to the Department Meeting.
2. Cases that go to the Department Meeting bypass the Staffing Committee.

These two options were presented and discussed at a Department meeting on February 23, 2024. Senate faculty voted on the two options and selected option one (*vote results: 41 votes for option one, 9 votes for option two, and 39 did not vote*).

UCLA Anderson's by-laws have been revised with the faculty's selected option reflected in the proposed updates. Iterations of the proposed bylaws have been reviewed by Erica Chau, Assistant Vice Chancellor, Academic Affairs and Personnel and through informal, personal feedback by yourself. Updates were also made to the Senate Personnel Actions table in section II.1 to improve the distinction between the senate and non-senate series, as well as within the

non-senate series itself. Furthermore, the table now encompasses actions that were previously omitted but have since been recognized as personnel actions by the department.

Prior to the faculty vote, the proposed updates were presented to the UCLA Anderson Faculty Executive Committee (FEC) at their March 14, 2024, meeting. The FEC voted to approve the proposed updates (*vote results: yes: 6, no: 0, abstain: 0*). All updates are reflected in the two documents attached to this memo.

Thank you for your partnership in helping the UCLA Anderson School of Management meet the requirements outlined by the Academic Senate's Committee on Privilege and Tenure.

Margaret Shih

A handwritten signature in black ink that reads "Margaret Shih". The signature is written in a cursive, flowing style.

---

Faculty Chair

Attachments

File #1: AGSM\_Bylaws\_Proposed\_Revision\_March\_2024\_CLEAN.docx

File #2: Comparison of Proposed Anderson School of Management Bylaw Revisions 03152024.docx



Murphy Hall 2147, Box 951405  
Los Angeles, CA 90095-1405  
Office: 310-825-2052  
dhunt@conet.ucla.edu

October 27, 2022

Provost and Executive Vice President Michael Brown  
University of California Office of the President  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, California 94607

Dear Michael:

I am writing to inform you that the UCLA Academic Senate has approved and the campus administration endorses the Appendix V action to disestablish the American Indian Studies Interdepartmental Degree Program and establish the American Indian Studies Department effective fall 2022.

For your reference, the attachments include the letter from UCLA Academic Senate Chair Jessica Cattelino, which documents and supports this decision, as well as related approval correspondence. UCLA's campus notification of this approval awaits the Coordinating Committee on Graduate Affairs' approval.

If you have any questions or require additional information, please do not hesitate to contact Interim Associate Vice Chancellor Rebecca Lee-Garcia or me.

Sincerely,

A handwritten signature in black ink, appearing to be 'D. Hunt'.

Darnell M. Hunt  
Executive Vice Chancellor and Provost

Attachment

cc: Estrella Arciba, Assistant Director, ULCA Academic Senate  
Kathy Bawn, Chair, UCLA Undergraduate Council  
James Warwick Bisley, Chair, UCLA Graduate Council



Jessica Cattelino, Chair, UCLA Academic Senate  
Erika Chau, Assistant Vice Chancellor, UCLA Academic Personnel Office  
Susan Cochran, Chair, UC Academic Senate, UC Office of the President  
April de Stefano, Executive Director, UCLA Academic Senate  
Susan Ettner, Dean, UCLA Graduate Division  
Fredye Harms, Principal Policy Analyst, UC Coordinating Committee on Graduate Affairs,  
UC Office of the President  
Erith Jaffe-Berg, Chair, Coordinating Committee on Graduate Affairs (CCGA), UC Office of  
the President  
Andrea Kasko, Vice Chair/Chair-Elect, UCLA Academic Senate  
Paul Kroskrity, Interim Chair, UCLA American Indian Studies IDP  
Michael LaBriola, Assistant Director, UC Academic Senate, UC Office of the President  
Rebecca Lee-Garcia, Interim AVC and Director, UCLA Office of Academic Planning  
and Budget  
Monica Lin, Executive Director, UC Academic Senate, UC Office of the President  
Claire McCluskey, Deputy Registrar/Director, UCLA Registrar's Office  
Julia Nelsen, Principal Policy Analyst, UCLA Academic Senate  
Kimberly Peterson, Chief of Staff to the Provost, UC Office of the President  
Chris Procello, Academic Planning & Policy Analyst, Institutional Research and Academic  
Planning, UC Office of the President  
Emily Rose, Assistant Provost and Chief of Staff to the EVCP, UCLA Office of the Executive  
Vice Chancellor and Provost  
James Steintrager, Vice Chair, UC Academic Senate, UC Office of the President  
Abel Valenzuela, Jr., Interim Dean, UCLA Division of Social Sciences  
Frank Wada, University Registrar, UCLA Registrar's Office  
Shane White, Immediate Past Chair, UCLA Academic Senate

October 18, 2022

Darnell Hunt  
Executive Vice Chancellor and Provost

**Re: Proposal to Disestablish the UCLA American Indian Studies Interdepartmental Degree Program and Establish an American Indian Studies Department**

Dear Executive Vice Chancellor and Provost Hunt:

The Academic Senate has approved the Appendix V action to disestablish the UCLA American Indian Studies Interdepartmental Degree Program and to establish an American Indian Studies Department effective Fall 2022.

The Undergraduate Council approved the Appendix V action and proposal for departmentalization on April 15, 2022 (11 approved, 1 opposed, 1 abstained), after consulting with the Graduate Council, the Council on Planning and Budget, and the Committee on Rules and Jurisdiction. The Legislative Assembly subsequently approved the proposal on at its meeting on May 19, 2022 (100 In Favor, 4 against, 7 Abstained). The proposal received support from the College of Letters and Science Faculty Executive Committee as well as the Dean of Social Sciences.

I have attached the proposal, including all responses, for your review and approval and subsequent transmittal to the UC Provost as well as the Academic Council and Coordinating Committee on Graduate Affairs (CCGA) of the UC Senate per section IV.C of the [UC Compendium](#).

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Jessica R. Cattelino  
Chair, UCLA Academic Senate

cc: Randall Akee, Chair, UCLA American Indian Studies IDP  
Kathy Bawn, Chair, Undergraduate Council  
Erin Debenport, Chair, College of Letters and Science Faculty Executive Committee  
April de Stefano, Executive Director, UCLA Academic Senate  
Andrea Kasko, Vice Chair/Chair-Elect, UCLA Academic Senate  
Rebecca Lee-Garcia, Interim Associate Vice Chancellor of Financial Analysis and Decision Support, Office of Academic Planning and Budget  
Claire McCluskey, Deputy Registrar, Registrar's Office  
Julia Nelsen, Principal Policy Analyst, UCLA Academic Senate  
Emily Rose, Assistant Provost and Chief of Staff to the Executive Vice Chancellor and Provost  
Abel Valenzuela Jr., Interim Dean, UCLA Division of Social Sciences  
Frank Wada, University Registrar  
Shane White, Immediate Past Chair, UCLA Academic Senate

# Legislative Assembly

## American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department

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3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

April 21, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Kathleen Bawn, Chair, Undergraduate Council

**Re: Appendix V Action and Proposal for Establishment of American Indian Studies Department**

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At its meeting on April 15, 2022, the Undergraduate Council reviewed the Appendix V action to disestablish the UCLA American Indian Studies IDP and to establish an American Indian Studies Department. I am pleased to report that the Undergraduate Council voted to endorse the proposal (11 approved, 1 opposed, 1 abstained; USAC representatives: 0 approved, 0 opposed, 0 abstained, 1 present but did not vote).

As noted in the attached documentation, the proposal was previously reviewed by the Undergraduate Council's Curriculum Committee and the Council on Planning and Budget, both of which supported departmentalization while underscoring the need for 100% faculty FTE to ensure the continued growth and stability of the program. The Undergraduate Council also referred the proposal to the Graduate Council, which encouraged American Indian Studies to explore resource-sharing and synergies between the existing research center and the proposed department. The Undergraduate Council also referred the proposal and supporting documents to the Committee on Rules and Jurisdiction for review, and is currently awaiting notification of the ruling by R&J.

By way of this memorandum, the Council hereby submits this proposal to the Executive Board and requests that it be placed on the agenda for a future meeting of the Legislative Assembly.

If you have any questions or require additional information, please feel free to contact me via the Undergraduate Council analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

CC: Randall Akee, Chair, UCLA American Indian Studies IDP  
April de Stefano, Executive Director, Academic Senate  
Mishuana Goeman, Professor of Gender and American Indian Studies  
Jenna Miller-Von Ah, MSO, UCLA American Indian Studies IDP  
Julia Nelsen, Committee Analyst, Undergraduate Council  
Peter Petersen, Vice Chair, Undergraduate Council  
Shane White, Immediate Past Chair, Academic Senate

3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

March 22, 2022

To: Kathleen Bawn, Chair, Undergraduate Council

From: Catherine Sugar, Chair, Curriculum Committee  
Anne Warlaumont, Co-Chair, Curriculum Committee

**Re: American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department**

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At its meeting on March 3, 2022, the Undergraduate Council's Curriculum Committee reviewed and unanimously endorsed the proposal to establish the American Indian Studies Department and disestablish the American Indian Studies IDP (8 approved, 0 opposed, 0 abstained; USAC Reps: 1 approved, 0 opposed, 0 abstained). We were joined in our discussion by Professors Randall Akee and Mishuana Goeman, and MSO Jenna Miller-Von Ah, who outlined the background and rationale for the proposal.

Members voiced strong support for the proposal and agree that departmentalization is crucial to keeping UCLA at the forefront of research and teaching in the burgeoning field of American Indian Studies. To this end, the Committee echoes CPB's disappointment that the department will not initially have any 100% FTE faculty, and underscores the importance of sufficient resourcing to ensure the long-term stability and success of the new department, but feels that it is crucial to establish departmental status now to enhance progress towards these goals.

By way of this memorandum, the Curriculum Committee forwards the proposal to the Undergraduate Council for the next phase of the review process.

If you have any questions, please contact us via the Undergraduate Council's analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: Julia Nelsen, Committee Analyst, Undergraduate Council  
Peter Petersen, Vice Chair, Undergraduate Council

3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

January 23, 2022

To: Kathleen Bawn, Chair, Undergraduate Council

From: Leah Lievrouw, Chair, Graduate Council

**Re: American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department**

---

At its meeting on January 14, 2022, the Graduate Council reviewed a proposal from the UCLA American Indian Studies Interdepartmental Degree Program (IDP) to disestablish the American Indian Studies IDP and establish a Department of American Indian Studies at UCLA. Professors Randall Akee, Paul Kroskrity, and Mishuana Goeman provided a brief history of the program and the rationale for the proposal at the meeting. By a majority vote (8 in favor, 2 opposed, 1 abstention; GSA Reps: 2 in favor, 0 opposed, 0 abstentions), the Graduate Council endorsed the proposal and offers the following for the Undergraduate Council's consideration:

Members wondered how the program seeks to address the relatively low numbers of majors and minors, and how that issue might benefit from further discussion given the potential conversion to a department. Members also noted that the ratio of majors to faculty will be a critical matter to address in light of the proposed departmentalization.

Members also questioned the Program's organizational structure and relationship between the research center and the proposed department. Members suggested that there could be more potential synergies between the two, which might help relieve the the potential competition for resources, specifically with respect to faculty lines.

We appreciate the opportunity to express our views on this matter. If you have any questions, please contact us via Graduate Council's Analyst, Estrella Arciba, at [earciba@senate.ucla.edu](mailto:earciba@senate.ucla.edu).

January 18, 2022

Kathleen Bawn, Chair  
Undergraduate Council

**Re: Appendix V Proposal: American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department**

Dear Chair Kreiman,

At its meeting on January 10, 2022, the Council on Planning and Budget (CPB) had an opportunity to review the Appendix V to disestablish the American Indian Studies IDP and establish the American Indian Studies Department.

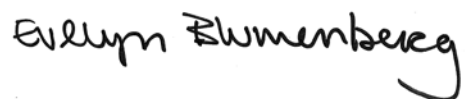
Members discussed the transition from an interdepartmental degree program to a department, with a focus on the resources associated with this change. After reviewing the letter from Academic Planning and Budget, members were satisfied that the shift would not have substantial budgetary consequences. Further, should American Indian Studies grow as a department (as we hope they will), they should be able to be support this growth through mechanisms associated with the new budget model. As such, CPB supports the proposal with the expectation that there will be sufficient resources to support the new department.

A few members wondered whether it was appropriate to departmentalize, since running a department requires additional overhead. Moreover, other members were disappointed that the department will not have a single 100% FTE. The letters of support, including the dean's letter, express support for this proposal but sadly not adequate enough support to provide a full FTE.

Members unanimously voted in favor of the proposal to disestablish the IDP and establish the American Indian Studies department (16 in favor, 0 abstain, 0 oppose); student vote (1 in favor, 0 abstain, 0 oppose).

If you have any questions for us, please do not hesitate to contact me at [ebumenb@ucla.edu](mailto:ebumenb@ucla.edu) or via the Council's analyst, Elizabeth Feller, at [efeller@senate.ucla.edu](mailto:efeller@senate.ucla.edu).

Sincerely,

A handwritten signature in black ink that reads "Evelyn Blumenberg". The signature is written in a cursive, flowing style.

Evelyn Blumenberg, Chair  
Council on Planning and Budget

cc: April de Stefano, Executive Director, Academic Senate  
Elizabeth Feller, Assistant Director, Academic Senate  
Julia Nelsen, Principal Policy Analyst, Undergraduate Council  
Members of the Council on Planning and Budget



December 8, 2021

Robert Horowitz  
Chair, Academic Council

Re: Appendix V Proposal and New Department of American Indian Studies


Dear Chair Horowitz,

At its meeting on December 2, 2021, the Executive Board reviewed the Appendix V request to disestablish the American Indian Studies Interdepartmental Program (IDP) and establish the Department of American Indian Studies.

By unanimous vote, the Executive Board approved the initiation of the Appendix V action and formally assigned the Undergraduate Council as the designated committee. It is the Board's understanding that the Undergraduate Council will consult with other Senate committees as necessary, including the Graduate Council and Council on Planning and Budget as well as relevant administrators and students as it deems appropriate.

The Executive Board will schedule review by the Legislative Assembly once the Undergraduate Council's review is complete.

Sincerely,



Jody Kreiman  
Chair, UCLA Academic Senate

Cc: Estrella Arciba, Assistant Director, UCLA Academic Senate  
Kathy Bawn, Undergraduate Council Chair, UCLA Academic Senate  
Hilary Baxter, Executive Director, UC Academic Senate  
Jessica Cattelino, Vice Chair/Chair-Elect, UCLA Academic Senate  
April de Stefano, Executive Director, UCLA Academic Senate  
Elizabeth Feller, Assistant Director, UCLA Academic Senate  
Michael Levine, UCLA Interim Executive Vice Chancellor and Provost (EVCP)  
Julia Nelsen, Principal Policy Analyst, UCLA Academic Senate  
Emily Rose, Assistant Provost and Chief of Staff to the EVCP  
Jeff Roth, Associate Vice Chancellor, Office of Academic Planning and Budget  
Shane White, Immediate Past Chair, UCLA Academic Senate

April 27, 2022

To: Randall Akee, Chair  
American Indian Studies Interdepartmental Program

Re: **American Indian Studies IDP Disestablishment & Establishment of the Department of American Indian Studies**

At its meeting on April 27, 2022, the Committee on Rules and Jurisdiction (CR&J) reviewed the proposed bylaw amendment for the Department of American Indian Studies.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

In order to move forward, there are a few editorial items the committee identified, which need to be addressed:

- The format of the bylaws should be adjusted so that the font and text size are consistent throughout the entire document.
- Section III (B) (1) currently states "There are three types of personnel actions..." The text then goes on to list four types, so the opening phrase should read "There are four types of personnel actions..." Further, the format of point (B) should match (A) above, and read as "Personnel Actions - There are four types of personnel actions: appointments which lead to Faculty Senate membership and those that do not; merit reviews for existing personnel; and promotion or hurdle reviews for existing personnel."
- The numbering of Section V(C) needs to be adjusted, as there are currently multiple V (C) (2) sections.

Once these edits are completed, they should be submitted to the Committee on Rules and Jurisdiction Analyst Lilia Valdez at [lvaldez@senate.ucla.edu](mailto:lvaldez@senate.ucla.edu). The Legislative Assembly will consider the proposed bylaws for the Department of American Indian Studies following the completion of these items. Following the creation of the Department, a vote by the department should be submitted to CR&J.

Sincerely,



David Blank, Chair  
Committee on Rules and Jurisdiction

cc: Kathleen Bawn, Chair, Undergraduate Council  
Randy Bucklin, Member, Committee on Rules and Jurisdiction  
Julia Nelsen, Principal Policy Analyst, Undergraduate Council  
Elizabeth Upton, Member, Committee on Rules and Jurisdiction  
Lilia Valdez, Senior Policy Analyst, Committee on Rules and Jurisdiction

UCLA Department of American Indian Studies Bylaws Draft  
*College of Letters and Science Graduate Council approval date*  
*Undergraduate Council approval dates (the Councils will insert approval date).*

September 16, 2021

Revised March 16, 2022

Revised May 4, 2022

**I. Bylaws**

- A. Bylaws: These bylaws contain the core governing principles for the American Indian Studies Department, hereafter “Department.” They should be read in tandem with the *Standing Rules and Procedures* of the Department that regulate current departmental practices.
- B. Amendment: Amendments to these bylaws may be proposed by any two voting members of the department. The written request to amend a bylaw will be referred to the Department Chair, or a written request of any two voting members may be forwarded to the Chair, which will then be brought to a departmental meeting for discussion. If the request is endorsed by a majority of the voting Faculty at a departmental meeting, an official ballot shall be sent to Faculty for a vote. An amendment is accepted if it is supported by at least a two-thirds majority of the Senate Faculty in a secret ballot. Not less than ten days prior to any regular or special meeting, at which addition to, amendment of, or deletion of all or any portion of the Bylaws is considered. The Department shall post to the Faculty a written notice of any such proposed addition, amendment, or deletion.
- C. Access: These bylaws shall be posted on the departmental website and be accessible without restriction. At the beginning of each academic year, the Chair will be responsible for distributing a copy of the bylaws to each voting member of the Department and designated student representatives. In addition, a copy of the bylaws shall be kept in the Chair's office.

**II. Department Membership and Meetings**

- A. Voting Membership:
  - 1. Membership in the Faculty of the Department is defined by Divisional Bylaws 50 (A) and 184. Members of the Academic Senate are Assistant, Associate, and Full Professors in the Regular Series who hold full, split or joint appointments (0-100%) within the Department. Faculty have voting rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the department.
  - 2. Additionally, Senior Lecturer (SOE), or titles in the Professor in Residence series who hold full, split or joint appointments (0-100%) in the Department are members of the Department. Faculty have voting

rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the department.

B. Non-Senate Faculty and other Departmental Personnel:

1. Non-Senate faculty and staff may attend departmental business meetings that are not expressly focused on personnel matters or discussions, place items on the agenda for departmental consideration and participate in deliberations.
2. As provided by The CALL, Appendix 4, Non-Senate faculty may not vote on personnel matters. Unless otherwise provided by vote of the faculty, non-ladder faculty are not eligible to vote at departmental meetings. These non-Senate faculty will also not be permitted to attend the meetings and discussions focused on personnel matters.
3. Emeriti faculty on recall have rights to participate and vote on substantial departmental questions in accordance with Senate Bylaw 55 (D)(3). However, recalled emeriti do not have voting rights on personnel actions.

C. Student Representatives: The American Indian Graduate Student Association and the Undergraduate American Indian Student Association shall designate one graduate and one undergraduate student from their respective membership to serve as student representatives to the Department for the academic year. Additionally, a graduate student from the Native American Lawyers Student Association shall designate one student from their membership to serve as a student representative to the Department for the academic year.

1. Such designations should be made by the appropriate undergraduate and graduate organizations no later than week 5 of the Fall Quarter.
2. Student representatives may attend and participate in all departmental meetings, except those dealing with personnel actions or other confidential matters as determined by the Chair.
3. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions.

D. Department Meetings:

1. Department meetings take place at the call of the departmental Chair, upon at least one week's notice. The Chair or a designated substitute presides at all meetings. There will at least one meeting per quarter within the academic year.
2. Per the Call (Bylaw 55, II-6, <http://www.apo.ucla.edu/call/append4.htm>), "upon the request of 2 Senate members, the Chair must schedule and hold a meeting within ten days." Any Senate member may also request that an item be placed upon the agenda of a previously scheduled meeting.

E. Minutes: Minutes of the department meetings shall be taken by a staff member and distributed in timely fashion to the voting faculty, as well as to designated student

representatives. These minutes are subject to approval by majority vote at a subsequent faculty meeting. Minutes shall include a list of individuals present at the meeting.

1. A copy of minutes from all departmental meetings will be preserved in the Chair's office, where any voting member of the department may consult them on demand.

### **III. Voting**

- A. General Department Business – This includes all non-personnel matters that the department will undertake during the course of a normal academic year. This business includes, but is not limited to, all aspects of teaching, service and student affairs for the American Indian Studies department.
- B. Personnel Actions – There are four types of personnel actions: appointments which lead to Faculty Senate membership and those that do not; merit reviews for existing personnel; and promotion or hurdle reviews for existing personnel.
- C. Quorum: One-half of the department members (as defined in Section II) not on leave at the time of the meeting constitutes a quorum to conduct department business during that quarter. One-half of the department members not on leave constitutes a quorum for personnel discussions as well. Meetings may be held virtually for non-personnel voting and meeting quorum purposes. For department meetings held entirely virtually or where one or more department members may attend virtually, quorum shall be established via roll call and members state names before speaking. Faculty members who cannot attend the meeting may also submit brief statements that the Chair is required to make available at the meeting. All departmental votes are majority votes unless otherwise specified in either the department's bylaws or those of the Senate. Department staff shall be in attendance as needed to assist with the recording of votes, minutes and reporting needs.
- D. Mode of Voting: Voting on departmental business is by a show of hands, unless a motion is made for a secret ballot. For votes other than personnel matters, where some or all department members are attending virtually, votes will occur by roll call or general consent instead of show of hands. Voting on personnel matters is by secret ballot only and subsequent to the meeting discussion; all voting members of the department receive 48 hours to cast a secret vote on personnel matters via a secure electronic system.
  1. Student Representative Voting. Student Representatives have an advisory vote at department meetings, and their vote is recorded separately from those of the faculty. Student Representatives may vote on all items or topics discussed except those set forth in this section. Student Representatives may not participate or vote in meetings dealing with collective bargaining issues or with personnel actions in connection with faculty advancement or appointment. Student Representatives may not participate or vote in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions. The Chair should ask the students to leave the meeting prior to any such discussions. Student Representatives can also request to place items on the agenda for departmental consideration, and, a student representative may put forth a motion but no student representative will be able to second that motion for voting purposes; a department faculty member will be required for a second of a motion.

- E. Zero percent appointments – Faculty have voting rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department.

#### **IV. Officers**

- A. Chair: The Chair is appointed by the Chancellor upon the recommendation of the Dean of Social Sciences in consultation with the faculty of the department. The Chair serves at the Dean's discretion on an annual basis, although the term generally runs for three years with the possibility of renewal.
- B. Duties: The Chair holds fiduciary responsibility for the department and is responsible for the expenditure of resources and the administration of the program, acting in consultation with the faculty, as specified in APM -245(Appointment and Promotion: APM - 245 - Department Chairs). The Chair is responsible to the Chancellor through the Dean of Social Sciences. The Chair reports on the department's financial status to the Dean of Letters and Science at the end of each academic year. The main responsibilities of the Chair include:
  - 1. To make teaching assignments in accordance with the policy described in Academic Senate Regulation 750 and to assign other duties to members of the department staff.
  - 2. To prepare the schedule of courses and of times and places for class meetings.
  - 3. To establish and supervise procedures for compliance with University policy on the use of guest lecturers and Academic Senate Regulation 546 on special studies courses.
  - 4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides, subject to the terms of any pertinent Memorandum of Understanding.
  - 5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.
  - 6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)
  - 7. To report promptly the resignation or death of any member of the department.
  - 8. To be responsible for the custody and authorized use of University property assigned to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.
  - 9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.
  - 10. To maintain records and prepare reports in accord with University procedures.

11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.
  12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.
- C. Other Department Officers:
1. Acting Chair: The Chair will send a notification to the Dean and request for the Dean to name someone as the acting Chair during the Chair's absence. Notification of this designation should be given to all departmental staff, faculty, and students.
  2. Committee Chairs. From among the members of the faculty, the Chair of the department may appoint chairs of the following and/or other useful and necessary committees, assigning the responsibility of committee chair for the academic year in which its members serve: 1) Admissions/Awards, 2) Teaching Assistant Selection, 3) Undergraduate Program Concerns, 4) Graduate Program Concerns, and 5) Other committees which may be necessary for issues which emerge in the course of a particular Academic Year (e.g. hiring, preparing for an 8-year review, etc.).

## V. Department Committees

- A. Executive Committee – This committee contains one representative of all of the existing department committees and the Chair. The Chair will appoint the members for the Executive Committee from the membership of existing department committees. This Executive Committee may be constituted as needed for a term of one year by the Chair. Meetings of the Executive Committee will be called by the Chair when the department requires additional coordination across existing committees in certain years. The purpose of the Executive Committee is to make recommendations to and advise on urgent decisions in between, faculty meetings.
- B. Admissions Committee
1. The admissions committee will consist of a committee appointed by the Chair. Generally, the committee will consist of all department members. Decisions on the admissions of Masters students will be made by consensus at the meeting; in the event that consensus is not attained we will proceed to voting by majority. The meetings are generally held in early Winter quarter of each year.
- C. Ad Hoc Committees
1. Appointment Committee – This committee will be appointed as needed by the Department Chair. This committee will serve for the time period required to conduct an academic search for a faculty member (of any rank) through all aspects of the process to the hiring stage. All personnel decisions and votes related to appointments will be made according to the rules established in Section VI Personnel Actions.
  2. Personnel Committee. This committee will pre-review all merit actions and promotions and report their findings (or, if desired, recommendation)

to the meeting of those faculty eligible to vote . All personnel decisions and votes will be made according to the rules established in Section VI Personnel Actions.

3. Curriculum Review Committee – Meetings of the committee will be called as needed by the Chair when a review of the existing graduate or undergraduate curriculum is warranted. The committee will operate for the entire academic year unless a longer period is required and approved by the department Chair.
4. 8-Year and/or Other External Review Committee – This committee will be appointed as needed by the Department Chair to coordinate, respond and write up the reports or provide necessary information to either external or internal departmental reviews.
5. Any other committees as determined by departmental need and the approval of the Department Chair.

## **VI. Personnel Actions**

- A. Appointments for Regular Ladder Appointments: When a regular ladder appointment has been authorized by the Dean, the Chair shall appoint a search committee. Normally, the Search Committee will invite its leading candidates to campus in order to present a talk to the Department. It will then make a recommendation and write a report on the top candidate, which should be accessible to Department members at least ten working days before the departmental discussion and vote. If for any reason the Search Committee believes that the number of candidates invited should be reduced, or its procedure otherwise streamlined, it may seek approval of such change from the Chair, so long as the requested change is consistent with University regulations regarding searches. The committee will work in concert with the Chair to prepare a file and report for departmental discussion. Search Committees must adhere to all affirmative action laws, policies, and guidelines (<http://www.apo.ucla.edu/call/append5.htm> ).
  1. Voting. The vote on all personnel matters, including hiring, shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Student Participation. Student representatives (as defined in Section II C) shall serve as consulting members of the committee. These students will be asked to provide an evaluation in either written or oral form of the writings and public appearances of all candidates considered by the Search Committee, but may not under present University rules have access to confidential material (placement files, letters of recommendation, etc.). Other students may provide written evaluations to the search committee as well.
- B. Joint Appointments (0% in appointment in AIS). Faculty requesting a joint appointment should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans, as well as a CV. Requests for joint appointments will be considered in terms of the relevance of the individual's research and teaching to the Department, as well as the programmatic needs and long-terms goals of the Department.



1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Joint appointments shall have full voting rights in all departmental business including personnel actions in the absence of a mutual waiver of participation in personnel actions for the joint appointee.
  3. The AIS department does not conduct personnel reviews of these faculty members. However, a letter of support may be submitted on behalf of the AIS department to the another campus department or departments conducting a personnel review.
- C. Split Appointments (Greater than 0% appointment in AIS). Faculty requesting a greater than 0% appointment in American Indian Studies, or current split appointees seeking an increase or decrease in the percentage of their appointment held by the Department, should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans. A CV and copies of pertinent teaching evaluations should accompany the request.
1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Split appointments shall have full voting rights in all departmental business including personnel matters.
  3. Where American Indian Studies is not the primary appointment (or majority) department, a full, independent review will still occur for personnel actions. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
- D. Merit Cases – within rank increases in step and salary. The Ad Hoc Personnel Committee will pre-review the proposed action and present a report to the faculty. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.

- E. Promotion Personnel Review - There will be no personnel actions or votes conducted for joint appointees that have requested and received an approved joint appointment waiver from the Department as specified in Academic Personnel Appendix 15: Joint and Split Appointments. The Ad Hoc Personnel Committee will handle this activity as necessary when there are Promotion Personnel Reviews in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
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  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.

FACULTY EXECUTIVE COMMITTEE  
*College of Letters and Science*

A265 Murphy Hall  
Box 951571  
Los Angeles, California 90095

**To:** Randall Akee, Chair, American Indian Studies Interdepartmental Program

**Fr:** Jeffrey B. Lewis, Chair, College Faculty Executive Committee

**Date:** October 27, 2021

**Re:** **Proposal to create the Department of American Indian Studies (submitted September 24, 2021)** *Final approval terminates with the Academic Senate*

On behalf of the College Faculty Executive Committee (FEC), I want to thank Professor and Chair Akee, Associate Professor Goeman, Professor Kroskity, and Associate Professor Speed for presenting your proposal at our meeting on October 15, 2021. I am pleased to inform you that the FEC approved your proposal to disestablish the American Indian Studies Interdepartmental Program and create the department of American Indian Studies (8 approve, 0 oppose, 0 abstain). The effective date of the FEC approval is Summer 2022.

The College FEC would like to commend your work on this important proposal. Members appreciated the detailed presentation and agreed that the time for the departmentalization for American Indian Studies is now. Departmentalization will allow UCLA to strengthen its position in the field by providing an appropriate structure for core faculty and potential new hires in addition to allowing more access to curricular and research opportunities for undergraduate and graduate students. A departmental structure promises to advance institutionally-aligned efforts related to equity, diversity, and inclusion and to contribute even more powerfully to the expanding landscape of indigenous studies nationally and globally. We are pleased that departmentalization will also afford the necessary infrastructure to strengthen connections with local tribal communities.

The intellectual and scholarly merits of the proposal being entirely self-evident, our deliberations focused on the organizational viability of the proposed department. Of course, the fundamental question for the establishment of any new department must be whether departmentalization best allows UCLA to contribute to an important field inquiry through the research of its scholars and training of its students. There is no doubt that the AIS proposal answers this question in the affirmative. The only real questions are: Given the scale and efficiency at which UCLA operates, has AIS reached the necessary size to function as a department in this environment? And, if not, are sufficient new resources available to grow it to that size?

While the AIS proposal discusses at some length all the ways in which its programs might be fruitfully expanded in the future and the ways in which departmentalization could contribute to that growth (including through philanthropic opportunities), central to our conclusion is that *AIS would be an entirely viable departmental unit on its current teaching and research footprint*. We confirmed this with the authors of the proposal in their visit to the College FEC. Further evidence is provided in the APB analysis which concludes that departmentalization would require “no additional resources for faculty, staff, space or equipment.” Finally, new programs in the College

allowing for the sharing of administrative staff in areas such as Academic Personnel further increase our confidence that AIS can operate efficiently as a department at its current size.

A final scale issue is whether AIS would have sufficient enrollments to warrant status as a department. AIS's 2014-2015 (most recent) Senate review recommended against departmentalization "given the[ir] current enrollment numbers" (Program Review, p. 10). The review went on to conclude that the question should be revisited if the recommended "exploration towards a more sustainable structure...produces a consensus towards departmentalization" (Program Review, p. 10). We believe that that consensus has been reached.

There is no doubt that, at least for the near future, AIS would have the lowest enrollments of any department in the College. In its highest enrollment year (AY19-20), AIS IDP enrollments were 75 percent of that of lowest-enrolling department in the College in that year (in AY19-20, AIS enrolled 806 students at all levels versus Comparative Literature's 1,123). We understand this and nevertheless conclude that AIS should be departmentalized.

While we appreciate the Senate review's concerns about the scale of AIS's teaching programs, at least two factors weigh against continuing to deny AIS departmental status on this basis. First, since their AY2014-15 review, the Senate has ruled out the possibility that IDPs can fully hold FTE. Thus, the Senate review's suggestion of housing FTE in the IDP as an alternative to departmentalization is no longer feasible. Second, we believe that simple counts do not reveal the full value of the AIS teaching programs. In particular, those programs are central to supporting an important student and California community. Enrollment data over from the last two academic years reveals that while 0.2 percent of all seats in UCLA classes were filled by students identifying as Native American, 20 percent of enrollees in AIS classes were Native Americans; this percentage increases to over 50 percent for graduate-level classes. Given that we have already departmentalized all of the other ethnic studies programs established at the same time as AIS whose enrollments disproportionately service other important California communities, we believe that it would be inappropriate not to afford AIS departmental status at this time.

By way of this letter, we are forwarding this proposal to Undergraduate Council and Graduate Council for review. The Councils will inform you about the next steps in the approval processes. Furthermore, we understand that the UC Office of the President, via its Coordinating Committee on Graduate Affairs (CCGA), must now be notified by letter of this proposal being considered by the UCLA Division of the Senate.

Thank you for bringing this proposal forward. You are welcome to contact me at [jblewis@ucla.edu](mailto:jblewis@ucla.edu) with questions. Leigh Harris, Director of Curricular Initiatives, is also available to assist you; she can be reached at [lharris@college.ucla.edu](mailto:lharris@college.ucla.edu).

cc: Estrella Arciba, Assistant Director, Academic Senate  
Kathleen Bawn, Chair, Undergraduate Council  
David Blank, Chair, Committee on Rules & Jurisdiction  
Erin Debenport, Vice Chair, College Faculty Executive Committee  
April de Stefano, Executive Director, Academic Senate  
Susan Ettner, Dean, Graduate Education, Graduate Division  
Adriana Galván, Dean, Undergraduate Education, Division of Undergraduate Education  
Mishuana Goeman, Associate Professor, Department of Gender Studies and American Indian Studies Interdepartmental Program  
Leigh Harris, Director of Curricular Initiatives, Undergraduate Education Initiatives  
Corey Hollis, Assistant Dean, Undergraduate Academic Support  
Darnell Hunt, Dean, Division of Social Sciences

Paul Kroskrity, Professor, Department of Anthropology and American Indian Studies  
Interdepartmental Program  
Leah A. Lievrouw, Chair, Graduate Council  
Blake Livesay, Research Analyst, Registrar's Office  
Claire McCluskey, Associate Registrar, Registrar's Office  
Donny Morada, Manager, Business Analyst Group, Registrar's Office  
Caleb "Q" Na, Assistant Dean, Division of Social Sciences  
Julia Nelsen, Principal Policy Analyst, Academic Senate  
Shannon Speed, Associate Professor, Department of Gender Studies, Anthropology, and  
American Indian Studies Interdepartmental Program  
Frank Wada, University Registrar, Registrar's Office  
Kelly Wahl, Director of Student Achievement and the Transfer Alliance Program, Division of  
Undergraduate Education  
Daniel Wong, Assistant Dean for Academic & Postdoctoral Services, Graduate Division

Attachments: Cover Letter  
AIS Departmentalization Proposal  
APB Resource Letter and Budget  
Dean's Letter of Support



INTERDEPARTMENTAL PROGRAM IN  
AMERICAN INDIAN STUDIES  
3220 CAMPBELL HALL BOX 951548  
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(310) 825-6541 FAX (310) 206-7060

September 23, 2021

Dear UCLA Division of Undergraduate Education Faculty Executive Committee,

I am writing this letter as the Chair of the American Indian Studies (AIS) Interdepartmental Program (IDP). We request to have our departmentalization submission put on the next FEC meeting scheduled for Friday, October 15, 2021.

On July 6, 2020 we submitted our documents to start the process of departmentalization of the AIS IDP to the UCLA Dean of Social Sciences. We also submitted our budget to the UCLA Academic Planning and Budget office. We have received the APB's approval for our departmentalization process on February 22, 2021. I attach that letter signed by Associate Vice Chancellor Jeff Roth as well as the approved budget. We also attach the approval letter (dated March 30, 2021) from UCLA Social Sciences Dean Darnell Hunt as well.

I also am attaching our departmentalization proposal which describes our department mission, rationale for departmentalization and benefits to UCLA and the broader community. We have also attached the letters of commitment and support by existing AIS IDP faculty members for this departmentalization. We also provide letters of support from other UCLA Departments in Social Sciences and in other UCLA Schools as well. We have also attached our revised department bylaws after consultation with the UCLA Academic Senate Policy analyst. Finally, we also provide external letters of support for the departmentalization of the AIS IDP.

Please let me know if you require anything else on our end. If this is sufficient, could you please confirm that we will be on the upcoming agenda?

Sincerely,

A handwritten signature in cursive script that reads "Randall Allee".

Chair of American Indian Studies IDP  
Associate Professor of Public Policy



## Proposal for Departmental Status Submitted September 24, 2021

American Indian Studies Inter-departmental Program  
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# AIS IDP Departmentalization Outline

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## Executive Summary

### 1.0 Introduction and Mission Statement

The UCLA American Indian Studies (AIS) Interdepartmental Program (IDP) proudly acknowledges the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles Basin, So. Channel Islands) and is grateful to have the opportunity to work for the taraaxatom (Indigenous peoples) in this place. We are one of the oldest and most highly ranked programs in the country devoted to the study regarding, and engagement with, American Indians and Indigenous peoples of California and beyond, with a Major, Minor and Master's program. As a program within a land grant institution, we take seriously our mission to educate students and the public about the land, history, and ongoing effects of colonization on tribal lands and in urban centers, as well as the past, present, and future of Indigenous life and well-being. AIS classes at UCLA are taught by distinguished faculty leaders who collaborate with over 20 different Indigenous communities and dozens of community organizations. Our faculty have taken leadership roles in the UC system in regards to repatriation, appointment of a special advisor, and national leadership positions in disciplinary and interdisciplinary associations. Our goal in this interdisciplinary program, in addition to standard interdisciplinary educational goals such as critical thinking and research, is to give students the tools and skills they need to work with American Indian and Indigenous peoples, develop their own projects, and provide a broad understanding of American Indian and Indigenous issues, concepts and theoretical knowledge that will inform all disciplines. We teach a large number of students satisfying their diversity requirements, with the most recent waiting list holding at 85 students. As we grow and solidify our program, these numbers will only increase. AIS's influence also extends well beyond campus by increasing the number of students who go on to graduate programs across the country or take up leadership positions in tribal organizations. At the core of our program is excellence and rigor in American Indian and Indigenous studies.

The purpose of this proposal is to request the conversion of the academic IDP in American Indian Studies at UCLA to an academic Department that will be called the American Indian Studies Department, effective July 1, 2022. The Department will be housed in the Division of Social Sciences where the IDP is already housed, under the direction of the current SSC Dean. Departmentalization will bring no change to the degrees offered by AIS.

## **2.0 Mission of American Indian Studies**

The UCLA American Indian Studies IDP offers an undergraduate major, an undergraduate minor, and a two-year Master's degree. The IDP seeks to provide a multi-disciplinary, academic approach to studying contemporary issues, theories, concepts and problems in Indigenous communities, tribal nations and regions – both urban and rural as well as on an international scope. The program is designed to benefit, though is not limited to, the following populations: general interest undergraduate or graduate students, tribal community members, research scholars and instructors, and individuals seeking training and increased familiarity with these topics for future employment in tribal and other governments, or in social service, law and policy-related fields.

The program strives to merge the concerns of the academy with research aims of the Native and Indigenous nations and communities. The IDP advocates for a holistic framework for studying American Indian and other Indigenous societies, transcending traditional disciplinary boundaries. Our core faculty, affiliated faculty and lecturers represent a range of disciplinary fields that are concentrated in the humanities and social sciences, but also include professional fields, arts, and STEM fields. Through disciplines such as Law, Women's Studies, History, Public Health, Education, Anthropology and Sociology, the IDP offers a multi-faceted approach to examining the intersections of gender, race, class, language, identity and nationhood.

Given the lack of trained professionals with a background or familiarity with American Indian (and other Indigenous peoples') issues in California and elsewhere, the program seeks to respond to the training and research needs of Indigenous communities. One of

the primary goals of the IDP is to provide a formal context for scholars conducting American Indian research to exchange ideas and to share individual perspectives, philosophies and scholarly values. Our academic training serves as a catalyst for the expansion of textual materials, faculty development, student advancement, ethical engagement and research and publications relevant to contemporary Indigenous peoples.

## 2.1 Rationale for Departmentalization

American Indian Studies is the fourth, and final, Ethnic Studies program to transition to a department; we follow the lead of the Departments of African-American Studies, Asian American Studies and Chicana, Chicano and Central American Studies. Our intention in doing so reflects both the internal changes within UCLA and also the growing prominence of Native American and Indigenous Studies in the academy, both domestically and internationally.

Our faculty and programs at UCLA have had a consistent and significant presence in this growing field. Recently, the AIS IDP hosted the primary academic association's annual academic conference in 2018 in Los Angeles with over 2,000 participants from more than 20 countries in attendance. Currently, our AIS faculty member Shannon Speed is the president of the Native American and Indigenous Studies Association, the field's most prominent professional organization in the world. Faculty members edit two leading journals, the *American Indian Culture and Research Journal* and the *Journal of American Indian Education*. Departmentalization will enable us to bring to UCLA the current trends we practice in our professionalization. As the Universities of Michigan, Wisconsin, and others provide resources to grow this emerging field, we too will need to not only maintain our status but be competitive to recruit and retain top scholars and students. In 2020 UC Berkeley has already been approved for a six-person cluster hire in Native American Studies. Having the status of a department will maintain our global prominence in the field and UCLA as an undisputed scholarly leader.

The American Indian Studies Interdepartmental Program collaborates together across the UCLA divisions and schools on teaching, student and community programming, grants and research. However, to build student participation in these activities, and to guarantee faculty availability for teaching and mentoring, we need to create a department of AIS. This will facilitate continued growth and expansion of an already thriving undergraduate and graduate research environment within UCLA.

The American Indian Studies Center (AISC) and the AIS IDP will continue to work together in our future efforts; however, departmentalization will enable the new AIS department to pursue additional activities independent from the AISC. Our 2015 IDP review stated, “clear guidelines need to be established that articulate the differences between IDPs and CIIs” and this move to departmentalization will enable that particular distinction. Of course, it will be important in this process to develop a good model for the relationship between the AISC as an ORU and the new AIS department, so that they continue to work together to foster the best possible environment for American Indian Studies faculty and students.

Currently, American Indian Studies does not house FTE. The American Indian Studies Center currently has FTE, but in order to hire must seek out willing disciplinary homes for our faculty searches. Thus, AIS is not able to control its own intellectual course. It is unable to control teaching of the full four course load or to hire, house and evaluate for promotion. Once the IDP is departmentalized we will be able to provide a proper interdisciplinary home to hire the strongest candidates in American Indian and Indigenous Studies. These scholars would be either fully or partially in the American Indian Studies Department. Departmentalization will provide the new AIS faculty the power to better define the future of American Indian Studies at UCLA, based on its own priorities in hiring and other matters. Rather than being limited by the constraints, agendas and interests of other FTE-hosting departments, faculty located within Native American, American Indian, and Indigenous Studies will truly lead. In the past, replacing retired faculty and placement of new faculty has been difficult.

AIS is often constrained by the shared teaching responsibilities of our AIS faculty to their home departments which makes it difficult to offer the full extent of classes necessary for a well-functioning AIS program. The success of our faculty in awards and fellowships as well as leadership skills results in course releases and the need for replacements. The costs and hiring of qualified lecturers or graduate students to fill in for these courses is not under AIS purview. This means that our upper-division classes have been taught by lecturers, while our core faculty have taught large lecture classes to satisfy their home departmental needs where there may only be one to ten AIS students enrolled. AIS majors and minors and/or American Indian undergraduate students may have only one class with a core professor, and it may be a large lecture course that offers little opportunity for meaningful interactions or engagement. Departmentalization of the AIS IDP will ensure that teaching is prioritized for the AIS core. This will stabilize the undergraduate curriculum, and move us toward our goal of producing leaders in the field and in Indigenous communities and politics, as well as providing an institutional space to educate non-Indigenous students about the cultures, histories, politics and philosophies, contemporary issues and how to engage respectfully with Indigenous communities.

Departments represent the lifeblood of most academic disciplines in American university contexts and as such, departmentalization ensures the prioritization of AIS administrative faculty decisions in all personnel matters. As a department, we will be able to form ad hoc committees and/or be part of the ad hoc committees for all hurdle steps as well as weigh in on merit increases. Currently, our input on these personnel decisions differs depending upon the desires and relationships with the faculty-member's home department. While some departments engage the IDP in these processes and provide sufficient notice, others continue to marginalize the input of the IDP, even regarding the very faculty who owe their positions to American Indian Studies. Departmentalization will ensure that the faculty in the field of American Indian Studies will be evaluated in accordance with the standards that are congruent with the rest of the field.

Departmentalization will also allow us to expand our course offerings and as such, contribute more strategically to campus-wide diversity efforts. Stabilizing our core

teaching faculty will ensure our undergraduate courses are offered when needed and will enable us to offer more General Elective and upper division classes. Presently, the lack of stable FTE, and a hodge-podge of teaching agreements, have severely complicated our ability to address the needs of undergraduate teaching from the AIS IDP standpoint. We will fully redevelop the undergraduate curriculum post-departmentalization to ensure a state of the art major and minor that reflects the remarkable growth and expansion in the field and that will attract new majors as well as individuals from related majors.

We are currently a small unit, yet our value to the university goes beyond our size. Our AIS program serves as a crucial educational resource for the State of California. We are the premiere AIS program with the most extensive research and publication impact of any university in California and perhaps the nation as a whole. Additionally, California tribes give over \$53 million annually to educational programs and institutions and provide over 63,400 jobs state-wide. Well beyond such monetary support, our AIS program signals the continued importance and contributions of these populations to UCLA, California, and the nation. Our department will serve as an essential resource for UCLA as the university and its students continue to engage and interact with California Indian peoples and other Indigenous peoples around the country and the world. We are already known as the top in our field for our substantial community engagement. We seek departmental status that correlates with our positioning on an international stage.

## **2.2 Benefits to UCLA**

Departmentalization of American Indian Studies at UCLA will serve to fortify our entire UCLA community. We have the faculty and expertise to not only maintain our standing as a top-rated American Indian Studies program, but to provide a structure that ensures we grow along with the discipline. Not only does departmentalization show UCLA's commitment to fostering the goals of greater diversity, academic excellence, and community involvement but it also fulfills what has long been lost in land grant institutions—a commitment to local tribal communities—in UCLA's case, southern California tribes. We have the opportunity to serve local Indigenous communities, on

whose lands we are located, as well as those Indigenous peoples and communities who now call Los Angeles home. Creating cutting-edge opportunities for collaboration and research, for developing Indigenous and decolonized forms of teaching, and for a land-based pedagogy will enhance UCLA's standing as a university that substantially contributes to mobility income.<sup>1</sup>

AIS as a field began in the protest movements of the late 1960s with the occupation at Alcatraz Island, San Francisco in which UCLA undergraduate students participated. We have consistently served as a model of academic excellence while remaining politically aware and engaged. However, without departmentalization the faculty have been unable to completely fulfill the vision for the field and our students. We, at this moment, have the largest and most talented faculty cohort in the history of UCLA American Indian Studies. Our accomplished cohort of faculty fully support AIS departmentalization and see the need to participate in developing opportunities on a global scale. For example, students across disciplines have shown an increased interest in Indigenous studies; the AIS department will be able to provide expanded opportunities to explore these connections with their own disciplines. We also envision that additional graduate courses will serve students across different disciplines as research methods converge with protocols and complex structures of working in tribal communities.

Across the nine campuses of the UC system the breakdown of comparable programs is as follows:

- 2 AIS programs (UCLA and UC Berkeley)
- 1 formal Department (UC Davis)
- 3 AIS minors (UC Santa Barbara, UC Irvine with UCSD offering a minor as of July 1, 2020)
- Other UC campuses offer American Indian courses and topics covered within their ethnic studies departments.

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<sup>1</sup> <https://www.nytimes.com/interactive/projects/college-mobility/university-of-california-los-angeles>

Examples of non-UC schools with American Indian Studies/Native American Studies Departments within our consortium include: University of Minnesota, University of North Carolina-Pembroke, University of Oklahoma, University of Washington, University of North Dakota, Arizona State University, University of Arizona and Montana State University. There are a total of 48 universities in the U.S. that offer a BA (see Nelson's report in Appendix I).

Departmentalizing AIS at UCLA will secure our place of leadership and stability in the field. It will enable us to develop the dynamic curriculum, engaged student programs and ambitious philanthropic goals. Currently, the AIS program relies on the American Indian Studies Center for much of this effort

## **2.3 Benefit to the City of Los Angeles and Tribal Communities**

In Los Angeles, there is a rich history of Indigenous communities from all over the U.S. and, indeed, the world. Departmentalizing will enable us to make the structural changes needed to strengthen ties to the Indigenous communities that are from the region and those with ancestry elsewhere who are currently living in Los Angeles.

We have established a strong foundation of faculty research and participation with Indigenous communities in the Los Angeles region. For example, one faculty member serves as a speaker, researcher and consultant for the United American Indian Involvement (UAI), Los Angeles City/County Native American Indian Commission Community, Getty Research Center, and the Autry Museum of the American West. Another faculty member works on the Gabrielino-Tongva language, the original language of the Los Angeles Basin; she teaches a monthly community language class and maintains a Facebook page about the language, as well as continuing academic research and publishing on the language. She is a recent recipient of the prestigious Dickinson award for distinguished research after retirement. Faculty at UCLA have set the standard for University of California efforts to repatriate Native American ancestral remains, have completed major repatriation projects, have developed an online exhibition about repatriation, and serve on the systemwide committee developing repatriation policy. The collaborative [Mapping Indigenous Los Angeles](#) project



has helped retell the story of this city, been widely cited, and provided instructional materials for teachers across the city. A new million-dollar National Science Foundation grant, Diversity of Water Perspectives, brings campus scientists and social scientists together and aims to develop collaborative research with community members on the waters of the region; it will support a UCLA conference on Indigenous waters.

Recognizing that the University of California is a land grant university with ongoing obligations to the peoples whose lands were dispossessed, AIS faculty have collaborated with Indigenous peoples in Los Angeles to develop research best practices. That work was highlighted during the groundbreaking 2019 conference, “Lighting a Path Forward: UC Land Grants, Public Memory, and Tovaangar,” as part of the Special Advisor to the Chancellor programming and the AISC Fiftieth Anniversary programming. Over five-hundred participants attended throughout the two-days, many of whom were tribal leaders in the area. Forthcoming will be a paper on best practices for the retention and recruitment of American Indians by faculty, alumni, and a UC President’s Postdoctoral Fellow. Professor Goeman, as the first Special Advisor in the UC system, appointed in 2018, has advised the other UC system members of these positions. Our work has informed the UCOP NAGPRA Advisory Committee, to which our staff and faculty have been appointed.

With departmentalization, we will continue to build inclusion of more original inhabitants of Southern California and relocated American Indians, the Latin American Indigenous diaspora, and Pacific Islander communities. This collective knowledge preserves the cultural integrity of Indigenous Los Angeles and serves policy makers, educators, community organizers, city planners, and the community at large in understanding Indigenous peoples of Los Angeles. We are committed to reaffirming that Indigenous peoples of Los Angeles still reside here and share the cultural, geographic, and environmental landscape of the city with other city inhabitants, enhancing our collective talents, strengths and insights that make southern California a dynamic center of intellectual and creative growth.

The faculty foundation is also strong for scholarly connections with California Native communities beyond the Los Angeles Basin and with tribal communities outside of

California. For example, an economist has conducted research on property rights and land ownership on California (and other states') reservations, identifying how this affects investment decisions for tribal governments, as well as on the impacts on tribal communities of COVID-19. An anthropologist is collaborating with a tribal nation as they develop a water ethnography, under contract from a federal agency, that is aimed toward reshaping a major ecosystem restoration project. A legal scholar has worked with multiple tribal communities to examine tribal governance systems with regard to tribal court development, criminal jurisdiction, and constitutional revitalization, all issues with profound relevance to California Native Nations. She serves on the Supreme Court of an Indigenous nation and was Co-Chair for the United Nations Indigenous Peoples' Partnership Policy Board. A linguistic anthropologist has partnered with California Native communities to provide useful resources, such as an online dictionary with the Rancheria of Northfork Mono Indians, that enable communities to exercise their cultural sovereignty; he and a second linguistic anthropologist have provided language documentation and resources for the language revitalization of several Indigenous languages. A linguist has consulted with the Rincon reservation (about their Luiseño language program) and the Fort Mojave Reservation (about Mojave language), the Chickasaw Nation, Garifuna and Zapotec communities, and the Indigenous Ecuadorian Quichua language. An educational anthropologist is working with Indigenous schools and communities across the country on the revitalization of the Hawaiian, Diné, Ojibwe, and Mohawk languages. Furthermore, [Carrying Our Ancestors Home](#) is a recent project in which two of our faculty members work widely across southern California with tribal cultural resource managers to tell their stories of repatriation in order to inform their communities, academics and practitioners about best practices and the tolls that this labor takes on community members. This project uses Murkutu and pays special attention to tribal intellectual property rights. This project will expand internationally by hosting a community hub from Rapa Nui.

## 2.4 Letters of Commitment

The following UCLA AIS faculty members have written letters of commitment. Many are already deeply engaged in the development of American Indian and Indigenous Studies in their

disciplines. The cross-over of teaching, service, and research is not necessarily reflected in the percent that is being moved to AIS. Currently, our FTE base (located in AISC) means that our existing faculty will move through tenure in their appointed primary departments and not through AIS. We intend to stabilize the department by moving FTE into the AIS department.

- Randall Akee, Public Policy 100% to 50% AIS
- Tara Browner, Ethnomusicology 100% to 25% AIS
- Tria Blue Wakpa, World Arts and Culture 100% to 0% AIS (Reconsideration post-tenure)
- Jessica Cattelino, Anthropology 100% to 25% AIS
- Erin Debenport, Anthropology 100% to 0% AIS
- Mishuana Goeman, Gender Studies 100% to 50% AIS
- Paul Kroskrity, Anthropology 100% to 25% AIS
- Benjamin Madley, History 100% to 0%
- Kyle Mays, African American Studies 100% to 25% AIS
- Ananda Marin, Graduate School of Education and Information Studies 100% to 0% AIS
- Teresa McCarty, School of Education and Information Studies 100% to 0% AIS
- Nancy Marie Mithlo, Gender Studies 100% to 50% AIS
- Stella Nair, Art History and Architecture, Cotsen Institute, 0% (later 25%)
- Peter Nabokov, World Arts, Culture and Dance 100% to 50% AIS
- Angela R. Riley, Law 100% to 0% AIS
- Shannon Speed, Gender Studies 50% and Anthropology 50% to 25% AIS

**CORE FACULTY FTE SUPPORT LETTERS**  
**(25%-50% PARTICIPATION)**

#	Faculty Name	Percent FTE in AIS Department	Department/Division
1	Randall Akee	50%	Public Policy
2	Tara Browner	25%	Ethnomusicology
3	Jessica Cattelino	25%	Anthropology

4	Mishuana Goeman	50%	Gender Studies
5	Paul Kroskrity	25%	Anthropology
6	Benjamin Madley	0%	History *
6	Kyle Mays	25%	African American Studies*
7	Nancy Marie Mithlo	50%	Gender Studies
8	Peter Nabokov	50%	World Arts, Culture and Dance
9	Shannon Speed	25%	Gender Studies, Anthropology

\*MOU with primary department for two classes belonging to AIS

**CORE FACULTY FTE SUPPORT LETTERS  
(0% TEACHING AND PARTICIPATION)**

#	Faculty Name	Percent	Department/Division
1	Tria Blue Wakpa	0%	World Arts, Culture and Dance
2	Erin Debenport	0%	Anthropology
3	Ananda Marin	0%	School of Education and Information Studies
4	Teresa McCarty	0%	School of Education and Information Studies
5.	Stella Nair	0%	Art History and Architecture, Cotsen Institute
6.	Angela R. Riley	0%	Law*

\*MOU with primary school for service and two classes relevant to AIS in the Law School

Letters of Support:

- Vickie Mays, Psychology
- David Shorter, World Arts, Culture and Dance
- Greg Schachner, Archaeology
- Wendy Teeter, Curator of Archeology, Fowler Museum

### 3.0 Existing UCLA Current American Indian Studies Interdepartmental Program

Our current AIS IDP is located in the Division of Social Sciences, yet our faculty spans multiple UCLA divisions and schools, including the professional schools. We currently have 43 affiliated faculty, which includes a large spectrum of participation. There are 17 core faculty members that engage in the Faculty Advisory Committee, teach courses and chair our MA student committees. We have one new faculty member with a 50/50 teaching load in the AIS IDP; when she joins us in the 2020-2021 academic year we will have 18 core faculty members. Our by-laws define a faculty member as an individual who agrees to perform program/departmental responsibilities and meets one of the following criteria: hold a percentage appointment or have an MOU with a specified 50% teaching and service responsibility; serve the FAC; teach required courses; serve annually on an administrative committee (admissions, curriculum, Joint Degree) or serve regularly on thesis or exam committees of MA students; or teach key courses for the IDP Major.

### 3.1 History

The beginnings of the American Indian Studies program date to 1969, when students and community members petitioned UCLA to create a curriculum and research center concentrating on Native American history and culture. Many Native students at UCLA and community members felt that the University should serve as a national leader in conducting relevant research and disseminating accurate information about Native American issues, history and culture. UCLA rose to the challenge.

In 1970, then-Chancellor Young secured a five-year Ford Foundation grant for support of the American Indian Studies Center and the three other Ethnic Studies Centers on campus: the Asian American, African American and Chicana/Chicano Studies Centers. The Ford grant supported research, grant writing, a library, publications, and curriculum development. In the early 1970s, the budding program secured a Student Affairs position that was designed to focus on Native student retention and recruitment—an element that still exists to this day.

In 1975, in association with UCLA's commitment to the four Ethnic Studies Centers, the University created the Institute of American Cultures (IAC) to fund and distribute research grants and fellowships for Ethnic Studies driven scholarship. The IAC is still a vital source of funding for Ethnic Studies-related research on the UCLA campus. Few universities, much less with the academic caliber of UCLA offer such grants and scholarships.

During 1975-76, UCLA agreed to financially support four Ethnic Studies Centers—some of the first in the U.S. During this pivotal time in 1975, UCLA's American Indian Studies Center ORU was endowed with five faculty members. The Center was charged with faculty recruitment and development of Native scholars and scholars working in Native Studies.

In 1982, the Director of the AISC, Charlotte Heth, as well as faculty across campus such as Gary Nash, Ken Lincoln, Allegra Fuller Snyder and Paul Kroskrity created the program's master's degree in American Indian Studies and developed a series of core courses. In 1995, under AISC Director Duane Champagne and IDP Chair Paul Kroskrity, the faculty created UCLA's Undergraduate Minor in American Indian Studies. Nearly ten years later, the IDP established the Bachelor of Arts Degree program in American Indian Studies in 2002. Over the decades, UCLA has made a commitment to American Indian Studies and Native scholars. Our program is rooted in student movements of the 60s that pushed for academic institutions to do more. To this day, early programs like the IAC, Native recruitment and retention, the American Indian Studies Center, its Library and the *American Indian Culture and Research Journal* still thrive and continue to offer a strong foundation for American Indian Studies scholarship. UCLA's IDP is well-regarded as a feeder school for higher education. The students that graduate from the Master's program have gone on to PhD programs in multiple fields such as Anthropology, Education, American Studies, Ethnic Studies, Gender studies, American Indian Studies and other disciplines (see Appendix G). Others have followed the strong tradition at UCLA of Federal Indian Law and have used the Master's as a point of entry for Law School. Our

graduates are also tribal leaders taking up positions in tribal non-profit organizations, county and federal government sections as well as positions within their own tribal governance (see Appendix G). Among our graduates we count senators, artists, lawyers, professors, activists, organizers and many others who are enriching the lives of American Indian and Indigenous communities.

UCLA hosts one of the U.S.'s oldest programs in American Indian Studies. It is the highest-ranked university with an American Indian Studies M.A. degree-granting program and Graduate Council-approved certificate. We have offered some of the first community engagement courses at UCLA in our groundbreaking Working in Tribal Community classes. We are also part of the important Summer Institute for Global Indigenous Studies pipeline program, with an annual commitment to send at least 1 student and faculty to participate. To date, we are the only UC campus that has been invited to participate. This is a select group of schools located on the West Coast. AIS at UCLA offers students the ability to excel in an interdisciplinary fashion.

### 3.2 Undergraduate Program

The American Indian Studies undergraduate degree is designed for students who wish to explore American Indian Studies from a variety of interdisciplinary perspectives. Our program of study is housed in the College of Letters and Science, and it offers a group of related courses from various disciplines that are germane to American Indian studies. The major is considered a *capstone major*, which not only requires students to engage in an internship within the American Indian or Indigenous community, but also requires students to take initiative in writing a capstone thesis and making a presentation at our annual American Indian Research Symposium. The minor exposes students to Interdisciplinary American Indian-related research and literature in a number of different disciplines, such as American Indian studies, anthropology, economics, history, political science, sociology, and theater.

As of Spring 2020, we have 20 majors and 2 minors registered, though we find that additional minors typically register during the spring quarter. While the number of majors

and minors is currently modest, we anticipate that departmentalization will facilitate changes to the major and minor that will significantly increase these numbers as students find it easier to obtain the classes needed.

### **Learning Outcomes**

Students completing the American Indian Studies B.A. will:

- demonstrate a working knowledge of the field of American Indian and Indigenous Studies
- understand key approaches to working with American Indian and Indigenous peoples
- demonstrate the ability to construct well-written analytic essays and give an oral presentation for a seminar or other suitable venue
- conduct a research project that involves the consultation of scholarly literatures and presentation of evidence to support an argument

Students meet with the American Indian Studies undergraduate counselor to review the requirements, to complete the registration and petition forms, and to plan their course of study three quarters prior to graduation.

### **Entering the Minor**

To enter the minor, students must be in good academic standing (2.0 grade-point average) and completed AIS 10. Once they have completed 32 units and filed a petition with the American Indian Studies Academic Coordinator, they will have completed necessary requirements. All degree requirements, including the specific requirements for this minor, must be fulfilled within the unit maximum imposed by the College.

**Required Lower Division Courses (4 units):** American Indian Studies M10 with a grade of C or better.

*All courses must be completed with a grade of C or better. Please note that entry into some upper division classes, require a preparation course.*



**Required Upper Division Courses (28 units):** Seven courses selected from the following:

- (1) One American Indian languages and communication systems course
- (2) Two social sciences courses from American Indian Studies Social Science list (See coordinator for AIS List B)
- (3) Two humanistic perspectives on language and expressive culture courses from American Indian Studies (See coordinator for AIS List C)
- (4) Two History Classes: 149A and 149 B (*Recommended after Year 2 or after completion of one or more classes in the US History sequence*)

No more than two courses from a student's major may be counted. At least 16 units applied toward the minor must be taken in residence at UCLA and transfer credit for any of the above is subject to program approval; consultation with the interdepartmental adviser before enrolling in any courses for the minor is required. Four upper division courses (at least 4 units each) chosen from the departmental course list or from non-departmental electives are approved for AIS credit. Lists are available in the AIS main office or online.

All minor courses must be taken for a letter grade, with a minimum grade of C (2.0) in each and an overall C average. Successful completion of the minor is indicated on the transcript and diploma.

### **Entering the Capstone Major**

To enter the major, students must be in good academic standing (2.0 grade-point average) and have completed AIS 10. Once they have completed 44 units and filed a petition with the American Indian Studies Academic Coordinator, they will have completed necessary requirements. All degree requirements, including the specific requirements for this major, must be fulfilled within the unit maximum imposed by the College.

### **Required Lower Division Courses (4 units):**

American Indian Studies M10

*All courses must be completed with a grade of C or better. Please note that entry into some upper division classes, require a preparation course.*

**Required Upper Division Courses (32 units):** including:

- (1) One American Indian languages and communication systems course (See coordinator for AIS List A)
- (2) Either one ethnic/race/gender relations course or one comparative Indigenous studies course (See coordinator for List D)
- (3) Two social sciences courses from American Indian Studies Social Science list (See coordinator for AIS List B)
- (4) Two humanistic perspectives on language and expressive culture courses from American Indian Studies (See coordinator for AIS List C)
- (5) Two History Classes: 149A and 149 B (*Recommended after Year 2 or after completion of one or more classes in the US History sequence*)

**American Indian Studies, Working in Tribal Communities, C122SL (4 Units):** To be taken after completion of 20 Units of Upper division courses.

**American Indian Studies 199C (4 Units):** To be taken after completion of 20 Units of Upper division courses. Capstone Individual Studies Course

No more than two courses from a student's major may be counted. Transfer credit for any of the above is subject to program approval; consult the interdepartmental adviser before enrolling in any courses for the major not approved by AIS. Lists are available in the AIS main office or online.

All major courses must be taken for a letter grade, with a minimum grade of C (2.0) in each and an overall C average. Successful completion of the minor is indicated on the transcript and diploma.

### 3.3 Master's Degree Graduate Program

In 1982, UCLA established the first U.S. interdisciplinary Master of Arts program in American Indian Studies. Ranked among the best in American Indian Studies, the Master of Arts program draws on a diverse range of departments at UCLA. Students choose an area of concentration and conduct original research. Graduates are prepared to teach Native American studies, pursue more specialized graduate or professional training, or serve Indian programs and communities. Recent graduates have launched successful careers as tribal historians, museum curators, teachers, artists, filmmakers, tribal administrators, researchers, and professors. More than half of the graduates go on to a doctoral program or other advanced degree program (see Appendix G for a sample).

Graduates of the program are prepared to teach American Indian and Indigenous Studies, pursue specialized professional or graduate training; serve an administrative role in Native programs on/off the reservation. Once in the program, a minimum of 10 courses are required with most students finishing the program in 6 quarters (two years), by writing a thesis or taking a comprehensive exam.

Towards this end, we proposed in 2019 to maintain a 3-quarter sequence of coursework for the first year that allow for engagement with multiple faculty, while adding greater structure and accountability. It was approved in May 2019. In all, we are moving toward instituting a common trajectory of progress with quarter-by-quarter milestones, so that the student is prepped to start their thesis by the summer of their first year. This allows for research and community engagement. We provide support and guidance through the student's primary faculty advisor, departmental academic advisor, and IDP chair in mandatory meetings that work to move students to completion of a high-quality thesis.

In line with the recommendations of the academic senate's 2015 review of the American Indian Studies Interdepartmental Program, the IDP proposed changes to the M.A. in American Indian Studies and the new requirements were approved Spring 2019 and started in the 2019-2020 academic year. As of Winter 2020, we have 16 MA students.

### **Requirements for the Masters of Arts**

*Current M.A. requirements as of June 30, 2019*

- A minimum of ten courses is required for the degree, at least seven of which must be at the graduate level.
- Four courses from the American Indian Studies 200 series are required in the first year and must be completed for letter grades in the first year: American Indian Studies 201 (Fall Quarter), 202 (Winter Quarter), and two additional courses from the 203-208 series. (The program will ensure that the minimum of two classes in the 203-208 series will be offered.)
- In addition to the four required courses, students must complete a minimum of four courses with Indigenous content. Three of these must be graduate-level courses.
- We encourage students to select research sections from the 204 series that offer training in methods that will be applied to the thesis or be relevant to their exams.
- Two courses in the 500 series may be applied toward the degree requirement. *However, only one 596 course may be counted toward the minimum graduate course requirement.* The 500 series courses are individualized, independent study courses which permit students to pursue topics that are not available in existing courses. They may be used for a variety of purposes, including to make guided progress in writing the thesis or preparing for the comprehensive examination.
- Two additional courses are to be chosen from affiliated faculty offerings or approved by the Chair.

The courses in the 203-208 series are designed to keep students on track in the program and prepare them for working in tribal communities and/or to enter doctoral or professional programs. The objective of our program in the first year is to test for growth and progress in the student's written and analytical capabilities as well as to instill confidence in the student's capabilities and to prepare them for second-year work on the thesis or examination. Our long-standing research, teaching and faculty connections across divisions and professional makes our program unique and prepares graduates for the multidisciplinary perspective that defines a rigorous trajectory in American Indian professional fields by leading experts.

As much as schedules and home department releases allow, the Program staffs a given course with different faculty in sequential years. Each course is offered with the same course number, but students will be allowed to retake a class that contains different material. Faculty teaching in the sequence in a given year will coordinate with each other to ensure continuity. We have two main goals in mind with this structure: 1) to create a cohesive learning environment and class trajectory for our first-year students, providing them with grounding in core literature and interventions in the field and 2) to broaden the number of courses available to our graduate students after the first year by enabling them to enroll in core courses when taught by a different instructor with a different syllabus. This also gives graduate students access to our faculty across campus. The 204 series addressed methods and concentrates on a specific discipline as it relates to research ethics and methods in the field of American Indian and Indigenous studies. This will also enable students to demonstrate on their transcripts the breadth of knowledge they gained through the American Indian Studies courses.

Students may select either a thesis plan or a comprehensive examination plan to complete the program. The faculty members supervising the thesis or administering the comprehensive examination are selected by the student with the consent of the faculty committee after submitting a formal thesis proposal early in the fourth quarter of residence. Students choosing the comprehensive examination plan must demonstrate competency in the major and minor areas of study in a written examination.

### **3.4 Graduate Concentration in American Indian Studies**

The UCLA Interdepartmental Program of American Indian Studies offers a Concentration Certificate in American Indian Studies that allows graduate students enrolled in UCLA departments, programs and professional schools to acquire expertise and a credential in American Indian Studies. The requirements for the American Indian Studies Concentration are in addition to requirements in the primary department or school, and should be completed before advancing to candidacy. Upon completion of the requirements, a Certificate is issued by the American Indian Studies. Coursework is composed of four courses (16 units) as follows: A minimum of two AIS core courses (8 units) selected from: American Indian Studies 201-208 series. Two additional courses (8

units), either from the AIS core courses list above, or non-American Indian Studies electives, subject to departmental approval. Students also complete an essay on the interdisciplinary breadth of American Indian Studies in regard to their own research. For Certificate Completion the graduate student must receive a Grade of B+ or higher in all courses taken for the concentration. Electives must be approved to count for the concentration and should not deter from student's program coursework. We ask students to submit a copy of the course syllabus to the Academic Coordinator to request approval along with an unofficial transcript for review by the Academic Coordinator, upon completion of coursework. We also ask for attendance and brief responses to at least one affiliated lecture held at UCLA or in the larger Los Angeles community. This certificate is open to all students (Master's and PhD) at UCLA

### 3.5 American Indian Studies Graduate Courses

**AIS 200 Special Topics in American Indian Studies.** A departmental topics course offering an in-depth aspect of the field. The topic will be up to discretion of the instructor and will count toward elective credit.

**AIS 201 Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies.** In this weekly pro-seminar, members of the core and affiliated faculty will be invited to present approaches to interdisciplinary studies and discuss their own research. A core faculty member will coordinate participants with an eye toward including a wide range of faculty whose research and teaching balances disciplinary and theoretical approaches with interdisciplinary approaches to American Indian Studies and Indigenous Studies. The coordinating faculty member will be in charge of organizing the pro-seminar in Spring of the previous year and in the summer, moderating all meetings, compiling and assigning readings, and grading the final papers.

**AIS 202 Key Theories and Concepts in American Indian Studies.** This course relates debates in the field to key intellectual movements and concepts (such as sovereignty, self-determination, colonialism, decolonization, etc.) seminal to the field. It will explore concepts and critiques that contributed to development in American Indian and Indigenous communities thought and practices. The debates and interventions to be

considered concern changing boundaries of the field over time. Through the examining of key concepts in the field, students will be able to identify ethical issues in relation to research with Indigenous communities.

### **203 A New Directions in Native American History: Contact, Conflict, and**

**Survival** This seminar will involve the close reading of eight recent books, a presentation, the writing of a book review, and the creation of a substantial historiography or research paper. Discussions reference the themes of accommodation, adaptation, assimilation, agency, violence, resistance, and survival in Native American history while focusing on five historical questions at the heart of recent scholarship analyzing relations between Native Americans and newcomers.

**204 Contemporary Indigenous Governance and Policy** This course focuses on debates and interventions concerning methods of inquiry in policy, law and political relationships with institutions such as the US government and United Nations. It will examine the current relationships between American Indian tribes and Indigenous peoples and individuals within those communities. In this seminar, students will engage the development and exchange of scholarly information on theoretical and practical issues in law and policy and how it effects tribal peoples on the ground.

### **205 Qualitative Methods/Ethnography in American Indian and Indigenous**

**Communities** This course focuses on conceptual and methodological frameworks of ethnography related qualitative methods, including research design, grounded theory, the field note journal, participant observation, interviewing, incorporating media into ethnography, mapping, and social media analysis; major themes include the role of indigenous/insider researchers, the relationship between methods and research design, the relationship between theory and ethnographic methods, research ethics, and community collaboration. Topically, the content of the course will be based on the Instructor's particular field of inquiry in American Indian and Indigenous Studies. The class teaches methods in the context of topical issues and debates in American Indian Studies and Indigenous Studies.

## **206 American Indian and Indigenous Narrative Strategies and Literary**

**Methods** The field of literature is a key discipline to the development of American Indian Studies. American Indian literatures and narratives were a political force from the start of US and American Indian relationships. From early rhetorical practices to contemporary modes of expressing Indigenous life, these practices have served as anti-colonial tools. Storytelling exerts forms of intellectual sovereignty and disrupts settler colonial knowledge production. This course will examine the production of knowledge of American Indians and Indigenous peoples, forms of intellectual, cultural and visual sovereignty, rhetorical practices of self-representation, and narrative methods used by authors to address historical and contemporary American Indian issues. Students will undertake discourse analysis, theoretical interventions, close textual reading, and visual aspects of storytelling that are significant mechanisms to imagining Indigenous futurities.

## **207 Economic Principles and Economic Development in Indigenous**

**Communities** This course will familiarize students with the fundamental concepts, themes and principles of economic development. The setting will focus on indigenous communities broadly and will be contrasted (where appropriate) with other regions, countries and communities. Important concepts such as opportunity cost, economic trade-offs, adverse selection, moral hazard, and discount rates will be introduced through the use of existing research and case studies. Students that successfully complete the course will be familiar with these economic concepts and their correct usage. The course will also provide a broad overview of the current standing of indigenous communities (primarily in the US) in terms of microeconomic and macroeconomic development.

## **208 Native American Languages and Discourses of Indigeneity and Cultural**

**Sovereignty** This seminar will involve close reading and discussion of books and articles on a variety of topics relating to Native American languages and the discourse of Indigenous communities. Topics include critical language documentation, multilingualism, indigenous language practices, language ideologies, policies and



practices of publication and concealment, language revitalization, language and identity, language and the construction of place, storytelling and performance, community/academic collaboration, language as intellectual property, linguistic expressions of Indigeneity and cultural sovereignty.

**American Indian Studies M228—Seminar: Indian Law—Tribal Legal Systems**

Study of historic and contemporary legal systems of selected tribes, with emphasis on relationships among law, religion, and social order.

**American Indian Studies M238—Indian Law Clinic**

Students provide nonlitigation legal assistance to Native American tribal nations, mostly in California. Clinic services include development and modification of tribal legal codes and constitutional provisions, development of tribal courts and other dispute resolution processes, and drafting of intergovernmental agreements. Cross-cultural representation, legislative drafting, and intergovernmental negotiation skills stressed.

**American Indian Studies M267—Federal Indian Law**

Special legal status of American Indians and Indian tribes and tension between moral/legal claims and political forces. Sources and scope of federal, state, and tribal power on Indian reservations; property law concepts unique to Indian tribes and Indians; rights of American Indians in relation to federal, state, and tribal governments and federal trust relationship to Indians.

**American Indian Studies 596—Directed Individual Studies**

Tutorial, to be arranged, in which students pursue individual studies under the guidance of a faculty mentor.

**American Indian Studies 598—Research for and Preparation of M.A. Thesis**

Individual tutorial under direction of faculty mentor, for preparation of research data and writing of M.A. thesis.

### 3.6 M.A./J.D. Joint Degree Program

UCLA School of Law and UCLA's Interdepartmental Program in American Indian Studies offer a concurrent plan of study over four years that leads to both a J.D. and an M.A. This integrated program of study is designed to produce law graduates with a rich knowledge of tribal cultures that will increase their legal understanding, facilitate their practice in the field of Indian law and enhance their service to Indian nations. The UCLA Law School under the direction of Angela Riley in the Native Nations Institute, received a 5-year, \$1.3 million gift from the San Manuel Band of Mission Indians to support a full-time Tribal Legal Development Clinic, currently directed by Lauren VanSchilfgaarde (Cochiti Pueblo). The Tribal Legal Development Clinic is just one more area where our students will continue to engage their studies in service to American Indian communities. Our students in social sciences American Indian Studies are consistently invited to programming and participate in important and always developing legal scholarship at UCLA. Legal study includes relevant tribal, United States and international law. The coursework in American Indian Studies will continue to address the diverse histories, worldviews, values, languages and practices of North American tribes in relation to the law.

Satisfactory completion of (i) at least eighty-seven (87) Law School semester units, (including the first-year curriculum, specified Indian Law courses and elective courses), and (ii) at least twenty-eight (28) non-law American Indian Studies quarter units (including certain required courses and a thesis) is required.

As of Winter 2020, we have 2 JD/MA students and one of our Master's students will matriculate at the law school in 2020-2021.

### 4.0 Faculty/FTE

The department teaching and mentoring will be made up of the current core faculty who have either committed FTE to the department or have a 0% and an MOU that addresses teaching and service commitment. We also have several affiliated faculty at UCLA who

offer classes that count toward our major, minor and MA degrees, and who advise AIS master's students. Currently, we have the commitments from our existing faculty for moving FTE to the proposed department which will better reflect their MOUs and teaching obligations, as well as their field interests.

The UCLA campus is home to a significant number of Native American, American Indian, and Indigenous scholars. The faculty maintains a stellar reputation within the field for our interdisciplinary and geographic breadth. UCLA has been instrumental to the growth of Indigenous and settler-colonial studies. While we utilize our existing resources to maintain this position, we need to departmentalize to grow and lead. As part of departmentalization, we request five full-time, tenure-track faculty appointments over the course of the next ten years, in addition to the FTE currently held by the American Indian Studies Center, with the goal of reaching a total of ten ladder faculty. This will enable us to make hires in the humanities, for example, where we currently do not have “core” subject breadth. We will seek hiring opportunities through the UC President's Postdoctoral Fellowship Program, and the Chancellor's Postdoctoral Fellowship Program.

#### **4.1 Current Faculty (See below for those continuing and in what capacity)**

The following are faculty affiliated with the American Indian Studies IDP:

- Stephen B. Acabado, Anthropology
- Randall Akee, Public Policy
- Juliann Anesi, Gender Studies
- Stephen Aron, History
- Maylei Blackwell, Chicano/a Studies
- Tara Browner, Ethnomusicology
- Keith Camacho, Asian American Studies
- Jessica Cattelino, Anthropology
- Erin Debenport, Anthropology

- Nanibaa' Garrison, Institute for Society and Genetics and the Division of General Internal Medicine & Health Services Research
- Linda Garro, Anthropology
- Hanay Geiogamah, Theater
- Mishuana Goeman, Gender Studies
- Patricia Greenfield, Psychology
- Felicia Hodge, Nursing/Public Health
- Paul Kroskrity, Anthropology
- Ben Madley, History
- Ananda Marin, School of Education and Information Studies
- Vickie Mays, Psychology
- Kyle T. Mays, African American Studies
- Teresa McCarty, School of Education and Information Studies
- Peter Nabokov, World Arts Cultures and Dance
- Stella Nair, Art History
- Ellen Pearlstein, Information Studies
- Angela R. Riley, Law
- Greg Schachner, Anthropology
- David Delgado Shorter, World Arts Cultures and Dance
- Gaspar Rivera-Salgado, IRLE and Labor Center
- Shannon Speed, Gender Studies/Anthropology
- Ramesh Srinivasan, Information Studies and Design
- Kevin Terraciano, History
- Aradhna E. Tripathi, Earth, Planetary, and Space Sciences; Atmospheric and Oceanic Sciences; Institute of the Environment and Sustainability
- Concepcion Valadez, Education
- Tria Blu Wakpa, Worlds Arts Culture and Dance

## 4.2 Proposed Faculty

Core Faculty:

- Randall Akee, Public Policy
- Tara Browner, Ethnomusicology
- Jessica Cattelino, Anthropology
- Erin Debenport, Anthropology
- Mishuana Goeman, Gender Studies
- Paul Kroskrity, Anthropology
- Ben Madley, History
- Ananda Marin, School of Education and Information Studies
- Teresa McCarty, School of Education and Information Studies
- Nancy Mithlo, Gender Studies
- Stella Nair, Art History
- Peter Nabokov, Worlds Arts Culture and Dance
- Angela R. Riley, Law
- Greg Schachner, Anthropology
- Shannon Speed, Gender Studies/Anthropology
- Tria Blu Wakpa, Worlds Arts Culture and Dance

#### Affiliated Faculty

- Stephen B. Acabado, Anthropology
- Juliann Anesi, Gender Studies
- Stephen Aron, History
- Maylei Blackwell, Chicano/a Studies
- Keith Camacho, Asian American Studies
- Jaye Darby, Education
- Nanibaa' Garrison, Institute for Society and Genetics and the Division of General Internal Medicine & Health Services Research
- Linda Garro, Anthropology
- Hanay Geiogamah, Theater
- Patricia Greenfield, Psychology
- Felicia Hodge, Nursing/Public Health
- Vickie Mays, Psychology

- Ellen Pearlstein, Information Studies
- Sherene Razack, Gender Studies
- Gaspar Rivera Salgado, IRLE and Labor Center
- David Delgado Shorter, World Arts and Cultures
- Ramesh Srinivasan, Information Studies and Design
- Kevin Terraciano, History
- Aradhna E. Tripathi, Earth, Planetary, and Space Sciences; Atmospheric and Oceanic Sciences; Institute of the Environment and Sustainability

#### Emeritus

- Duane Champagne, Sociology
- Carole Goldberg, Law
- Pam Munro, Linguistics
- Nancy Reifel, Dentistry
- Concepcion Valadez, Education

### 5.0 Current Relationship with the American Indian Studies Center

The current relationship of the American Indian Studies Center (AISC) and the AIS IDP is one characterized by a spirit of cooperation and complementarity. In 1975, the Center was endowed with five faculty FTEs (full-time equivalents) and charged with faculty recruitment and development of scholars working in American Indian Studies. In 1982, the AISC faculty created the Interdepartmental Program (IDP) master's degree in American Indian Studies (AIS) and developed a series of core courses. In the mid-1990s, an undergraduate minor was added, and the B.A. and joint J.D./M.A. programs were created in 2002. Since the creation of the IDP, the Center has provided administrative and resource support to the AIS IDP.

The IDP is housed in a space allotted by the university solely to the AISC, not the IDP. This space includes a student lounge, computer work area, a TA office, and the office space for the IDP's MSO/academic coordinator. New refurbished computers were

installed in Fall 2019. Students study and often work in the AISC, in student space or in the AISC Library. The AISC also provides occasional administrative support, and we regularly collaborate on shared programming. The AISC Director, Shannon Speed, is faculty in Gender Studies and Anthropology, and regularly teaches in the IDP. The IDP Chair, Mishuana Goeman, also has served as the Associate Director of the AISC, and both Professor Speed and Professor Goeman serve on the FACs of both the IDP and the Center.

In addition, a number of the core faculty of the IDP/department are on FTE held by the AISC: Shannon Speed 1.0 (Gender Studies and Anthropology); Angela R. Riley 1.0 (Law); Randall Akee 1.0 (Public Policy); Tara Browner 1.0 (Ethnomusicology); Peter Nabokov .5 (World Arts and Cultures Department holds .5 FTE and houses); and Kyle Mays .5 (African American Studies holds .5 FTE and houses).

The American Indian Studies Center provides a stimulating intellectual home for our affiliated faculty, graduate students, and undergraduates. It also occasionally employs our graduate and undergraduate students in research-related positions and provides fellowship and scholarship support to IDP students. In the recent five-year review report, the AISC was commended for having developed an exemplary working relationship with the IDP, which served to foster the connection between teaching and research in the review period.

However, the closeness of the IDP and the Center do pose some challenges for the IDP, particularly with regard to finances, physical space, and identity branding. This has been a unique challenge with regard to faculty FTE, given the IDP's historic dependence on AISC resources. Most of the university and extended academy believe that there is no distinction between the IDP and the AISC. This meshing of our identities has benefited the local, national, and international reputations of both entities and UCLA as a place of dynamic research and instruction in American Indian Studies, broadly speaking. But it also has come at a tremendous and sustained cost to the IDP. This cost is evident in our lack of resources: faculty, space, staff, and development potential. Most importantly, the

IDP has not been able to benefit from the distribution of faculty FTE, although it is a teaching unit.

### 5.1 Proposed Relationship with the American Indian Studies Center

It is expected that the spirit of good will and collaboration between the AISC (an organized Research Unit) and AIS will continue after departmentalization. It is our intention to continue the collaborations that we have built and that reviewers have remarked upon, working together to foster the best possible environment for American Indian Studies faculty and students. We are aware that some other new departments have found this challenging. It is our intention to develop a strong model for the relationship between the Center and the department. One important way to facilitate a well-coordinated, mutually supportive relationship is to have new FTE (or some FTE) that will be designated for the department, while the faculty hired within them are housed in the new department. We will operate with the understanding that the Center Director will be a core member of the AIS Department faculty and an *ex officio* member of its Faculty Advisory Committee.

Beyond space and faculty FTE, the AISC has supported and will continue to support, the new department of American Indian Studies through the American Indian Studies Library discussed above. The library facilitates the best of teaching and research intersections for our proposed department. Our students feel welcome and supported, and our librarian came with experience working in and for tribal communities. The library is a strong advocate committed to the same department mission of working with tribal communities and the public.

The American Indian Studies Center Library has a dedicated, degreed librarian trained to aid faculty, graduate students, and researchers publishing articles, building digital tools, and authoring monographs and other publications at academic and other reputable presses. With a substantial output and track record already established in this area, the vehicle for scholarship production, as well as teaching and learning is fully supported by



the AISC Library. Department service-focused features such as mentoring Masters in Library and Information Science graduate students through unique internship opportunities, retaining reserve texts for course-assigned material in American Indian Studies and affiliated courses, and instructional and course support are all part of a university-engaged and student serving department. The Library provides through these and many other ways, resources that help sustain departmental activities and productivity.

The new department and AISC will also benefit mutually from sharing evaluative information, surveys of faculty, and fostering an intellectual community, all of which are key to developing the curriculum and bringing faculty in to the teaching in the new department. The AISC role of supporting faculty and student research and teaching interests is key to a successful intellectual program in the new department and, indeed, our campus's commitment to our Land Grant status.

## **6 Impact of Departmentalization**

### **6.1 Curriculum**

Departmentalization will enrich the undergraduate and graduate curricula because the number of faculty with split appointments in the American Indian Studies Department increasing, thereby strengthening, the number of faculty committed to teaching one or two courses in the American Indian Studies Department each year. Core courses would be staffed more easily, and funds previously used to buy these individuals out of home department teaching obligations would be freed to develop and staff new courses in American Indian Studies. We also would be able to ensure that those teaching in the core have at the heart of their disciplinary work an understanding of the current field of Native American and indigenous studies specifically and its development.

### **6.2 Enhancing Reputation**

As other schools work to “be the leader” in the UC, we are already renowned in this regard. We not only hope to keep our reputation as a leading scholarly institute, but enhance that reputation by ensuring we have on-going and working relationships with the local tribal base at UCLA. We

already are a place where Fulbright's and Post-doctoral fellows rely on UCLA faculty to sponsor or mentor them. By increasing the resources and structures of the department, we will clearly be the central place to develop ones skill sets and enhance these essential international collaborations.

### **6.3 Recruiting Faculty**

The reputation of American Indian Studies at UCLA is one of recruiting and mentoring stellar faculty across campus disciplines. Our faculty collaborate on grants, serve on graduate student committees, and do outreach to the wider Los Angeles and California communities. The influence of our faculty in the field of Native American, American Indian, and Indigenous Studies, while well-known throughout tribal communities and in academia, needs to be able to house recent PhDs looking for an interdisciplinary home in order to recruit them to UCLA. Departmentalization will allow us to house FTEs and thus be more appealing to those who have recently graduated in the context of an expanded and rapidly developing rigorous field. In addition, departmentalization would allow American Indian Studies to hire faculty whose primary identification is with American Indian Studies, or Indigenous Studies, as a professional discipline. At present, such potential faculty are very difficult if not impossible to hire because they are less compatible with the agendas of prospective "home" departments. To remain as one of the top universities in the country offering American Indian Studies, UCLA must be able to hire scholars trained in Settler-colonialism, American, and Indigenous Studies.

### **6.4 Serving Students**

Our commitment to providing student resources extends beyond those who are majors or minors in American Indian Studies or those in the M.A. program. Because of the small size of the American Indian population on campus who are not directly serviced by the Dean of Students programming and retention efforts, (2020 undergraduate admits consisted of a mere 135 self-identified American Indian students), AIS as an IDP offers extensive service that often can cross into student services that are located for other populations in the Student Association arm or Community Program Office (See below). For graduate students we also serve as a hub and an advisor for American Indian Graduate Students (AIGSA) which extends to American Indian

graduate students beyond the MA program. Our lounge, including printing and computer access, is open to all our students on campus regardless of majoring or minoring for AIS. Our SAO as a support staff advises students from South and North campus where at times American Indian and Indigenous students find themselves isolated. AIS as a discipline is structured by creating relational communities and our move toward departmentalization will ensure we have the resources, staff and ladder faculty to make sure all students have a home. This inevitably will lead to recruitment of more students and faculty who are committed to seeing them succeed. Organizations, such as American Indian Recruitment, Retention of American Indians Now, AISES, SACNAS, and the Admissions office, do offer help for all our undergraduate students though these student groups have recently been very distant from the teaching arm of the AIS IDP for reasons noted above. We have initiated quarterly meetings to support the students and are hoping this will lead to an increase in the coordinated effort of academic services we already provide students.

## **7 Required Resource Allocation**

### **7.1 Budget**

The IDP budget has been straining as our praxis and ambitions resemble a Department, but without departmental support. It is time to align the resources with the existing and planned work of the department. We sustain our funding largely through Graduate Opportunity Fellowships, Block Grants, lecturer funds, and TA allocation. In 2019-2020 we increased the TA needs for the Introduction to American Indian Studies (AIS10) from 4 TAs to 5 TAs for each quarter. We have greatly grown this particular diversity requirement over the last five years (see Appendix D). We still had an 85-student waitlist but unfortunately no classroom space to admit more students. Regular teaching faculty would enable us to create large lecture courses of interest to students that at present moment we do not have the resources to teach. The increased interest in Native American and Indigenous issues as well as a record of increased enrollments is an indicator that we have room to grow in our course offerings, yet a lack of resources hinders our ability to engage and provide the instructional services needed on campus.

## 7.2 Space

The AISC has provided administrative and resource support to the AIS IDP, including a student lounge and computer work area. New refurbished computers were installed in Fall 2017. Students from across campus study and often work in the Center, where the IDP's academic coordinator also has an office. The increase in Indigenous students to UCLA has resulted in increasingly cramped space. It is our desire to make sure that our students have access to our faculty offices and places to work. More space would benefit the new department by creating a scholarly community.

## 7.3 Staff

Currently we have only one full-time staff member for the IDP. Previously an MSO position was recommended, but the SAO component was missing in the transition of the single staff member. Currently our primary staff consists of an existing SAO II who was hired in October 2019 under the following job description:

Job Summary Statement:	<p>Direct and administer student affairs services for the Interdepartmental Program of American Indian Studies. Develop, implement and modify policies and procedures for the effective operation of administration, scheduling and enrollment, counseling services, events, outreach, alumni programs, undergraduate students and a thriving Masters graduate program. Work closely with faculty, staff, and all levels of undergraduate and graduate students.</p> <p>Major duties include class scheduling; faculty and Chairs support; data compilation and analysis; recordkeeping and assessment of academic progress; academic advising on degree requirements, campus policies and procedures; management of graduate admissions process; administration on financial aid, awards and scholarship programs; event</p>
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	planning and coordination in large part with the American Indian Studies Center.
Type of Supervision Received/Exercised:	Incumbent independently prioritizes and completes ongoing tasks following established guidelines and university policy. Incumbent exercises independent judgment and creativity to identify problems, interpret policy and procedures, recommend and implement solutions, and meet operational goals of the student affairs functions. Assignments are made by the chairs, the manager and guidance is provided by the both through informal personal discussion and by informal feedback from chairs, faculty, staff, students and campus agencies.

We still, however, needed MSO skills to maintain our IDP. The structure changed in 2019-2020, so that now the Department of Gender Studies provides additional staff support and expertise to maintain the financials and MSO responsibilities. The SAO of AIS reports directly to the MSO of Gender Studies, who holds a 5% position. This ensures that we have back up support to the multiple systems required to run a department in case of prolonged illness and ending of employment.

The Financial Manager of Gender Studies provides a 20% time to the IDP and covers the fiscal end of year, overseeing budgets, and serving as the liaison between the IDP and financial officers located in the college. This has worked very well as she has years of financial experience in the college and has been able to help us already structure our financials in line with the college expectations. She is invaluable to the running of our department and will enable us to move forward in important ways.

Furthermore, the social science academic personnel coordinator, Elliott Delgado, has recently been appointed in the Social Sciences for the smaller departments. When we departmentalize, we hope to be part of this cohort of small departments in the social

sciences who can avail APC of their services. Eventually, as we grow under departmentalization, we hope to hire an MSO full-time and maintain an SAO.

## 7.4 Equipment

The Department will need to be fully equipped with fax/copier/scanner machines; phone lines (including installation and maintenance) and answering machine or service in each office; two (2) for the central office; and computers and printers for each staff member, and for the student lounge; office furniture; water cooler; refrigerator and microwave. We also will need multi-media equipment for teaching and departmental administration. We have purchased a computer for the SAO and fax/scanner/copier using existing IDP funds for the student area.

## 8.0 Conclusion

American Studies at UCLA is currently comprised of leaders not only in the field of Native American and Indigenous Studies but also in their current home disciplines of Anthropology, Archaeology, Art History, Conservation, Economics, Ethnomusicology, Education, Digital Humanities, Gender Studies, History, Law, Linguistics, Science and Technology Studies, and Theater. They hold endowed chairs, serve as presidents and keynote speakers of their academic associations, and have been awarded Guggenheims, Brookings fellowships, distinguished scholar fellowships, book awards, National Academy appointments, National Endowment in the Humanities grants, National Science Foundation grants, and many more prestigious honors (see Appendix H). Consolidating the faculty through departmentalization will ensure that we are able to create a thriving teaching arm in line with the groundbreaking research we are already doing. Our faculty strength stems from their commitment to and practices of working with tribal communities. Harnessing this knowledge and expertise, and consolidating and disseminating it through departmentalization, will lead us into a stronger future of working with tribal communities and training UCLA students who also know how to do this important work.

Our Master's program is succeeding in its efforts to act as an important bridge to PhD programs for our alumni. Many of our MA students work in their tribal communities or non-profit

organizations, while others serve in national leadership roles. We see the importance of the MA program in these organizations as UCLA has a particularly important leadership role in Southern California. Our MA graduates have become politicians and government leaders as Indian education leaders. Others use our strong record of collaboration between AIS and the Law School to become important legal advocates in Federal Indian Law practice.

AIS leads students into a future that takes seriously the work of American Indian and Indigenous Studies by grounding it in material and methodological practices. We will continue this work by offering innovative classes and programming, in addition to mentoring the next generation of leaders. Departmentalization will provide AIS at UCLA with the structure, ladder faculty, and increasing financial support that can benefit all Bruins. The Department of American Indian Studies will excel in meeting the needs of our students, promoting diversity and excellence across divisions and professional schools, and fulfilling the moral and ethical obligations of our original land grant charter.

# **Appendix A: American Indian Studies Faculty Commitment letters**



# UCLA Luskin School of Public Affairs

Department of Public Policy

*Advancing Knowledge in the Public Interest*

Dr. Randall Akee  
Associate Professor  
3250 Public Affairs Building  
Box 951656  
Los Angeles, CA 90095-1656  
Voice: 310-825-6934  
FAX: (310) 206-2381  
rakee@ucla.edu

Dr. Mishuana Goeman  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Associate Director of American Indian Studies Research Center  
University of California Los Angeles  
2216 Rolfe Hall and American Indian Studies  
Box 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

July 13, 2018

Dear Professor Goeman,

I am a firm supporter of the departmentalization of American Indian Studies at UCLA. I believe it will greatly enhance the ability of the program to serve the campus, its students, and increase our institution's commitment to diversity.

As an Associate Professor with an appointment in the American Indian Studies IDP and UCLA Luskin School of Public Affairs Department of Public Policy, I would like to participate in the proposed Department of American Indian Studies in the following manner:

## Appointment:

I intend to move my entire 50% appointment from the American Indian Studies IDP over to the new Department of American Indian Studies when it is created. My current appointment is split evenly between the American Indian Studies IDP and UCLA Luskin School of Public Affairs Department of Public Policy. I will continue to have a 50% appointment in the Department of Public Policy and there will be no change there.

## Teaching:

At the Undergraduate level, I would like to teach the following course(s):

1. Pacific Island Economic Development

At the graduate level, I would like to teach the following course(s):

1. Program Evaluation in Developing Countries and American Indian Communities
2. American Indian Studies M200d Economic Principles and Economic Development In Indigenous Communities

I prefer to have UCLA Luskin School of Public Affairs Department of Public Policy initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the UCLA Luskin School of Public Affairs Department of Public Policy and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Sincerely,



Randall Kekoa Quinones Akee

Associate Professor

rakee@ucla.edu



September 5, 2018

Dear Professor Mishuana Goeman,

I concur that the departmentalization of American Indian Studies at UCLA is an instrumental step in the program's ability to serve the University of California, Los Angeles's students and commitment to diversity.

As an Assistant Professor with an appointment in the Department of World Arts and Cultures/Dance, I would like to request a zero percent affiliation with American Indian Studies. I would also like to cross-list many of the courses that I will teach in the Department of Worlds Arts and Cultures/Dance with the proposed Department of American Indian Studies. I am willing to have these classes count towards the American Indian Studies major.

Because my interdisciplinary research and teaching center Native American and Indigenous dance and embodiment in educational and carceral contexts and utilize community-based and decolonizing methodologies and pedagogies, I am well positioned to cross-list multiple courses that I will teach in the Department of Worlds Arts and Cultures/Dance with the proposed Department of American Indian Studies. In 2017, I earned my Ph.D. in Ethnic Studies at the University of California, Berkeley with a focus in Native American Studies.

The courses that I cross-list may fulfill the following requirements: AIS 202 Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies, AIS 203 Key Theories and Concepts in American Indian Studies, AIS 204 Research Ethics and Methods in Working with Tribal Communities, 204 C Qualitative Methods/Ethnography in American Indian and Indigenous Communities, 204D American Indian and Indigenous Narrative Strategies and Literary Methods, and AIS 201 Special Topics in American Indian Studies.

As is customary in the Department of World Arts and Cultures/Dance, I request a waiver of the right to vote, so that the Department of Worlds Arts and Cultures/Dance initiates and takes responsibility for the processing of all personnel actions involved in my promotion and merit reviews.

I am excited about the possibility of departmentalization for American Indian Studies and working with American Indian Studies students, faculty, and staff at UCLA. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Tria Blu Wakpa". The script is fluid and cursive, with the first name "Tria" being the most prominent.

Tria Blu Wakpa, Ph.D.  
Assistant Professor, Dance Studies  
Department of World Arts and Cultures/Dance  
University of California, Los Angeles



January 8, 2019

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a professor of Ethnomusicology with an appointment in School of Music, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 25% (25%) of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

Ethnomusicology 106A: Traditional American Indian Music

Ethnomusicology 106B: Contemporary American Indian Music

At the graduate level, I would like to teach the following course(s):

Ethnomusicology 207: Seminar in American Indian Music

I prefer to have Ethnomusicology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Ethnomusicology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Sincerely,

A handwritten signature in cursive script that reads "Tara Browner".

Tara Browner, Professor

Department of Ethnomusicology



DEPARTMENT OF ANTHROPOLOGY  
 341 HAINES HALL  
 BOX 951553  
 LOS ANGELES, CA 90095-1553

August 3, 2018

Dear Professor Goeman:

I am writing in support of the departmentalization of American Indian Studies at UCLA. Departmentalization will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. UCLA is poised to become a strong leader in the field of American Indian Studies, and departmentalization is a logical next step.

As Associate Professor of Anthropology (with 0% in Gender Studies), I would like to participate in the proposed Department of American Indian Studies in the following manner:

**FTE:**

I intend to move 25% of my FTE to the new Department of American Indian Studies

**TEACHING:**

At the Undergraduate level, I would like to teach the following course(s):

- AIS 10 (introduction), in rotation with other faculty as desired/needed
- Settler Colonialism and the Politics of Indigeneity (which I've taught to undergraduates at the University of Chicago and Yale University)

At the graduate level, I would like to teach the following course(s):

- Ethnographic Methods
- Money and Economy (or, a variation on this, perhaps co-taught with Professor Randall Akee)
- I could also teach the Settler Colonialism seminar as a graduate course, and I'd be delighted to teach a seminar on a topic like The Cultural Politics of Water (or Environment and Indigeneity as a broader course)

I prefer to have the Department Anthropology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I

understand that both Anthropology and the proposed Department of American Indian Studies will participate in and vote on these personnel actions, with attention to research, teaching, and service.

Sincerely,

A handwritten signature in cursive script, reading "Jessica R. Cattelino".

Jessica R. Cattelino  
Associate Professor of Anthropology



UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ANTHROPOLOGY  
 341 HAINES HALL  
 BOX 951553  
 LOS ANGELES, CA 90095-1553

November 5, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. As an Associate Professor with an appointment in Anthropology, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 0% of my FTE over to the new Department of American Indian Studies

TEACHING: At the Undergraduate level, I would like to teach the following course(s):

Introduction to American Indian Studies  
 Native American Languages and their Speakers  
 Contemporary American Indian Issues

At the Graduate level, I would like to teach the following course(s):

Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies  
 Key Theories and Concepts in American Indian Studies  
 Research Ethics and Methods in Working with Tribal Communities  
 Qualitative Methods in Indigenous Communities  
 Native American Languages and Discourses of Indigeneity and Cultural Sovereignty  
 Special Topics: Critical Language Revitalization

I prefer to have the Department of Anthropology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Anthropology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Many thanks,

A handwritten signature in black ink, appearing to read "Erin Debenport".

Erin Debenport  
 Associate Professor  
 UCLA Department of Anthropology

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Dear Committee,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. As Chair, I know that we have full support of the affiliated faculty to move the program forward. A substantial program in AIS would benefit not only our students but departments training students in established disciplines. UCLA is uniquely qualified to produce excellent students as I have witnessed through sitting on numerous MA committees and in my various administrative capacities in the IDP including Chair, FAC Chair and participation in admissions. As an Associate Professor with an appointment in Gender Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 50% of my FTE over to the new Department of American Indian Studies

#### TEACHING:

At the Undergraduate level, I would be willing to teach the following course(s):

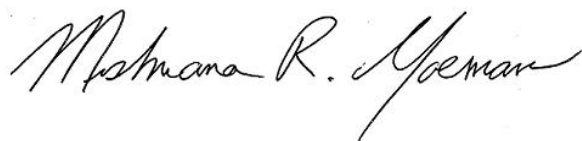
Introduction to American Indian Studies  
 Contemporary American Indian Issues  
 Native American and Indigenous Literatures

At the Graduate level, I already teach the Humanities core course and would be willing to teach the following course(s):

Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies  
 Key Theories and Concepts in American Indian Studies  
 Research Ethics and Methods in Working with Tribal Communities  
 American Indian and Indigenous Narrative strategies and Literary Methods

Special Topics: Indigenous Geographies would be a class I would love to teach and is a very exciting part of the field at the moment. I could also teach a graduate level Native Feminisms class that would be cross-listed with my current department.

I prefer to have the Department of Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Gender Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service. Sincerely,

A handwritten signature in black ink, reading "Mishuana R. Goeman". The signature is fluid and cursive, with the first name "Mishuana" being more prominent and the last name "Goeman" following in a similar style.

Mishuana Goeman (Tonawanda Band of Seneca), Associate Professor of Gender Studies  
Chair of American Indian Studies and Associate Director of American Indian Studies Research  
Center, Special Advisor to the Chancellor on Native American and Indigenous Affairs

May 10, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As Professor of Anthropology with an appointment in the Department of Anthropology, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 0% of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

Anthropology 155 Native American Languages and Their Speakers

American Indian Studies M162 Language Endangerment and Linguistic Revitalization

At the graduate level, I would like to teach the following course(s):

AIS 204F Native American Languages and Discourses of Indigeneity (new)

Anthropology 255 Native American Languages and Cultures

I prefer to have Professor Mishuana Goeman initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the Department of Anthropology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Yours truly,

Paul V. Kroskrity

Professor of Anthropology

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF HISTORY  
6265 BUNCHE HALL  
BOX 951473  
LOS ANGELES, CA 90095-1473

PHONE: (310) 825-4601  
FAX: (310) 206-9630

May 4, 2020

**Professor Mishuana Goeman**

Chair, American Indian Studies Interdepartmental Program  
University of California, Los Angeles  
Los Angeles, California

Dear Professor Goeman,

I write to offer my support for the departmentalization of UCLA's American Indian Studies Interdepartmental Program. As a former chair of this program, I agree that departmentalization will enhance the ability of American Indian Studies to serve UCLA, our students, and our diversity mission.

As an Associate Professor with a 100 percent appointment in the Department of History, I would like to participate in the future American Indian Studies Department as follows: Because of my involvement in History Department committee work and my upcoming position as the History Department's United States Field Coordinator, I plan to work with the new American Indian Studies with a 0 percent appointment.

At the undergraduate level, I would be happy to teach my History Department lectures courses HIST149A, "American Indian History to 1830" as well as HIST149B, "American Indian History, 1830-Present."

At the graduate level, I would be happy to teach my cross-listed graduate seminar, American Indian Studies M200A / History M200W, "New Directions in Native American History: Contact, Conflict, and Survival."

Thank you for all of your important work as chair of the American Indian Studies Interdepartmental Program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ben Madley", is enclosed in a rectangular box.

**Dr. Benjamin Madley**

Associate Professor  
Department of History  
University of California, Los Angeles  
Madley@ucla.edu



GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES  
MOORE HALL  
BOX 951521  
LOS ANGELES, CALIFORNIA 90095-1521

28 December 2018

Professor Mishuana Goeman  
Director, American Indian Studies Interdisciplinary Program  
1120 Rolfe Hall, Box 951504, UCLA

Dear Dr. Goeman,

This letter is in strong support of the proposal to departmentalize the American Indian Studies (AIS) Program at UCLA. Since joining the UCLA faculty in July 2016, I have been honored to serve as an Affiliated Faculty member with AIS. In this role, I have had the opportunity to mentor AIS master's students and serve as a member on thesis committees. AIS students have also enrolled in the Qualitative Methods courses that I teach in my home Department. As an Assistant Professor in the Department of Education and an Affiliated Faculty member with AIS, I also had the honor of co-hosting the May 2018 Indigenous Education Preconference convened in conjunction with AIS's and AISC's leadership of the 2018 Native American and Indigenous Studies Association (NAISA) Annual Conference.

Departmentalization will greatly enhance the ability of American Indian Studies to serve the campus, its students, and the local Native American community. Given the prominence of the AIS Program and its international reach, departmentalization is an important and essential next step. Although I am unable to commit to teaching AIS courses or move my FTE because I teach the 3-quarter core Qualitative Methods sequence for my home Department, I will seek a 0% appointment in AIS and will continue active involvement in numerous other ways. As an AIS Department faculty member I will continue to:

- advise and mentor AIS students.
- reserve slots in my Qualitative Methods courses for AIS students to support them in meeting the AIS methodology course requirement and in undertaking their thesis projects.
- serve on AIS committees and remain active in AIS events and initiatives.
- seek ways to enhance AIS collaboration with the Education Department and Graduate School of Education and Information Studies.

Please let me know if there are other ways that I can support this important initiative. Thank you for your leadership.

Sincerely,

Ananda Marin, Ph.D.  
Assistant Professor of Social Research Methodology  
Affiliate Faculty, American Indian Studies Interdisciplinary Program

June 6, 2020

Dear Professor Mishuana Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As an Assistant Professor with an appointment in the Department of African American Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 50% of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

AM IND M10: Intro to American Indian Studies

AM IND 122: Afro-Indigenous History

At the graduate level, I would like to teach the following course(s):

AM IND M200A: Advanced Historiography

AM IND 201: Urban Indian Histories

I prefer to have the Department of African American Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both African American Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Yours truly,

Kyle T. Mays, Ph.D.

Assistant Professor

Department of African American Studies & the American Indian Studies Center

University of California, Los Angeles



GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES  
MOORE HALL  
BOX 951521  
LOS ANGELES, CALIFORNIA 90095-1521

22 December 2018

Professor Mishuana Goeman  
Director, American Indian Studies Interdisciplinary Program  
1120 Rolfe Hall, Box 951504, UCLA

Dear Dr. Goeman,

This letter is in strong support of the proposal to departmentalize the American Indian Studies (AIS) Program at UCLA. Since joining the UCLA faculty in January 2013, I have been honored to serve as an Affiliated Faculty member with AIS. I currently serve on the AIS Faculty Advisory Committee. In this role I have had the opportunity to work on AIS-related search committees (e.g., the search for a new director of the American Indian Studies Research Center) and to advise and mentor AIS master's students. This has also provided the opportunity to co-host international gatherings of AIS scholars at UCLA, as exemplified by the May 2018 Indigenous Education Preconference convened in conjunction with AIS's and AISC's leadership of the 2018 Native American and Indigenous Studies Association (NAISA) Annual Conference in downtown Los Angeles.

Given the international standing of UCLA's AIS Program, departmentalization is an important – indeed a necessary – next step. Although I am unable to commit to teaching AIS courses or move my FTE because I teach the 3-quarter core Qualitative Methods sequence for my home Department, I will seek a 0% appointment in AIS and will continue active involvement in numerous other ways. First, as an AIS Department faculty member I will continue to advise and mentor AIS students. Second, I will continue to reserve slots in my Qualitative Methods courses for AIS students to support them in meeting the AIS methodology course requirement and in undertaking their thesis projects. Third, I will continue to serve on AIS committees and remain active in AIS events and initiatives. Fourth, I will continue to seek ways to enhance AIS collaboration with the Education Department and Graduate School of Education and Information Studies, such as that exemplified with the 2018 NAISA Indigenous Education Preconference at UCLA.

Please let me know if there are other ways that I can support this important initiative—and thank you for your leadership.

Sincerely,

Teresa L. McCarty, Ph.D.  
GF Kneller Chair in Education and Anthropology  
Faculty, American Indian Studies Interdisciplinary Program





DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Dr. Darnell Hunt  
 Dean of Social Sciences  
 University of California Los Angeles

Dear Dean Darnell Hunt,

Thank you for this opportunity to express my strong support of the emergent American Indian Studies department at UCLA. As a new hire, I am excited about the possibilities ahead for the university to expand its already strong leadership position as a national and international center for Indigenous research, teaching and service.

As you know, UCLA hosts one of the nation's oldest and most well-regarded programs of American Indian Studies. In addition, Los Angeles County is home to more American Indians/Alaska Natives (AIANs) than any other county in the United States, with the overall American Indian population rates increasing almost twice as fast as the total U.S. population. Our excellent staff, faculty and students are poised to make strong contributions to our community and state with the benefits that departmentalization will bring.

As a Professor of Gender Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 50% of my FTE over to the new Department of American Indian Studies

TEACHING: At the Undergraduate level, I would like to teach the following course(s):  
 American Indian Studies 188— Representing Culture, Ethnicity and Race in American Museums  
 American Indian Studies M200C—Contemporary Issues of the American Indian  
 American Indian Studies 187/201— Special Topics in American Indian Studies

At the graduate level, I would like to teach the following course(s):  
 204 C Qualitative Methods/Ethnography in American Indian and Indigenous Communities  
 AIS 201 Special Topics in American Indian Studies

In addition, I will be building new courses in my areas of research including art, museums, film, archives and media representations.

I prefer to have the Department of Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the Department of Gender Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Thank you for the work you are accomplishing to ensure the diversity of our university and to forward research and teaching promoting equity and plurality. It is a pleasure to serve the university under your administration.

Sincerely,

*Nancy Marie Mithlo*

Nancy Marie Mithlo, Ph.D.  
Department of Gender Studies

Dear Committee:

As a current UCLA faculty member who has associated with the our American Indian Studies Program for nearly twenty years, I wish to commit myself to the departmentalization effort for American Indian Studies at UCLA. I know such an upgrade on its home campus profile and capacity to enable our students to full develop their research and pedagogical skills will not only benefit our immediate community and our sister campuses up and down the state of California but, indeed, our ability to turn out American Indian and non-Indian professionals for posts in and out of academia in the American Indian Studies area across the nation and beyond..

Although I personally will be officially retiring from UCLA after the 2020-2021 academic year, it is my fervent hope that my 50% FTE appointment (presently paired with the other 50% in my official home department, World Arts and Cultures/Dance), would be moved over to the new Department of American Indian Studies.

Please advise me if I need to go into any further detail regarding specific courses I have taught or that might be shared or cross-listed with WAC/D, or any further clarifications you wish.

Very truly yours,

Peter Nabokov, Professor

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UCLA

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DEPARTMENT OF ART HISTORY  
 DODD 100  
 P.O. BOX 951417  
 LOS ANGELES, CALIFORNIA 90095-1417  
 (310) 206-6905  
 FAX (310) 206-1903

December 31, 2018

Dear Professor Goeman,

I believe that departmentalization will greatly enhance the ability of American Indian Studies to serve the Los Angeles and Southern California tribal communities, educate our students, and enhance research on American Indian topics among faculty and students alike.

As an Associate Professor currently holding 100% appointment in the Department of Art History, I would like to participate in the following manner. Because of my currently heavy commitment to service in Art History and the Cotsen Institute of Archaeology (where I am Director of two laboratories), I would like to begin my work with the new American Indian Studies Department with a 0% percent appointment. However, once my service in these other units on campus have lessened, I would like to have the opportunity to increase my commitment and thus move a portion of my FTE to the new American Indian Studies Department (25-50%).

As for teaching, I will continue to teach my GE survey "Art and Architecture of the Ancient Americas" for the Department of Art History (which covers earliest art, architecture, and urbanism in the Americas up to AD 1450), but will pursue a cross listing for the course with American Indian Studies. I would then like to develop a new GE survey: "Indigenous Art and Architecture of Americas, AD 1450 to the present" which would explore the last 500 years of urban, architecture, and artistic achievements across the Americas. In addition, I would be happy to teach (in rotation with Nancy Mithlo), the new graduate seminar on American Indian arts. I would also be interested in developing new courses for American Indian Studies, such as: Native American Architecture and Conservation, American Indian Construction and Engineering, Building Conservation Studio/Collaboration with Tribal Communities as well as a developing a summer study abroad program where students from UCLA can collaborate with native communities in the Andean region to study and preserve their built heritage.

Sincerely,

*Stella E. Nair*

Stella Nair

Associate Professor



ANGELA R. RILEY  
PROFESSOR OF LAW

DIRECTOR  
UCLA NATIVE NATIONS LAW AND POLICY CENTER

SCHOOL OF LAW  
BOX 951476  
LOS ANGELES, CALIFORNIA 90095-1476  
Phone: (310) 206-3760  
email: [riley@law.ucla.edu](mailto:riley@law.ucla.edu)

October 22, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a Professor with an appointment in the Law School, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to seek authorization from my Dean and faculty to obtain a 0% appointment in the new Department of American Indian Studies.

TEACHING:

Pursuant to my agreement, I intend to continue to offer cross-listing with American Indian Studies graduate students (and, where applicable, non-AIS graduate students across campus) to support the curricular offerings in American Indian Studies. In the past, this has consisted of a range of courses from Federal Indian Law I, Cultural Property (Seminar), Good Native Governance (Seminar), and Art and Cultural Property Law. In no year are all of these courses offered.

I prefer to have the School of Law initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews.

Your truly,

A handwritten signature in black ink, appearing to read "Angela R. Riley". The signature is stylized with a large, sweeping initial "A" and a long horizontal stroke at the end.

Angela R. Riley  
Professor of Law  
Director, Native Nations Law and Policy Center

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA · SANTA CRUZ

June 14, 2018

DEPARTMENT OF ANTHOPOLOGY  
341 HAINES HALL  
BOX 951553  
LOS ANGELES, CALIFORNIA 90095-1553  
(310) 825-2055 FAX (310) 206-7833

Dean Hunt,

I am writing in support of the proposed departmentalization of American Indian Studies at UCLA. Departmentalization of this long running IDP would enhance the ability of the program to serve undergraduate and graduate students, the California American Indian community (and American Indian communities more broadly), and continue UCLA's commitment to diversity. UCLA's already nationally recognized American Indian Studies program and faculty would move even further among the leading programs in the nation. If departmentalization occurs, I would remain an affiliate of the program, happily contributing to teaching and mentoring efforts for students working with American Indian communities, and teaching courses about American Indian history.

Please give your full consideration to this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Schachner", with a stylized, flowing script.

Greg Schachner



May 17, 2018

Dear Dr. Goeman:

I agree that the departmentalization of American Indian Studies (AIS) at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a professor in World Arts and Cultures/Dance, I would like to participate in the proposed Department of American Indian Studies by making some of my courses available as electives for AIS students. For example, W33: Colonialism and Resistance; W187: Indigenous Film; W210: Ethnography of/as Colonialisms; W220: Language, Culture, Ontology could reasonably serve AIS students both on the undergraduate and graduate levels.

Several other courses, such as CM140/240: Healing, Ritual and Transformation or when I teach W202: Research Methodologies, could be taken as electives or as the classroom components of an Independent Study enabling a student to focus primarily on the indigenous subject matter within the course.

Since 2008, I have been available to work with both undergraduate students and graduate students pursuing education in Indigenous Studies, broadly conceived. While maintaining my commitment to students within my own department, I will continue to welcome these Indigenous Studies students as advisees, considering of course my workload and the overlap of scholarly interests and methods.

As before, my full line, service, and teaching are needed in my Department more than ever. Still, I do support of American Indian Studies seeking to expand and fortify its program toward departmentalization.

Yours truly,

David Delgado Shorter  
Professor, World Arts and Cultures/Dance  
Director, Wiki for Indigenous Languages  
Director, Archive of Healing, Ritual, and Transformation



June 21, 2018

Dear Professor Goeman,

I am writing to express my support for the departmentalization of American Indian Studies at UCLA. Departmentalization will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As an Associate Professor with an appointment in Gender Studies and Anthropology, and Director of the American Indian Studies Center, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 25% of my FTE over to the new Department of American Indian Studies, with the potential of later moving an additional 25%

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

AIS M10

AIS M161 Comparative Indigenous Societies

At the graduate level, I would be willing to teach the following course(s):

202

203

204

204B

204C

I prefer to have Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that Gender Studies, Anthropology, and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

My best,

A handwritten signature in dark ink, consisting of several overlapping loops and a long horizontal stroke at the bottom.

Shannon Speed (Chickasaw)  
Director of the American Indian Studies Center



Associate Professor of Gender Studies and Anthropology  
UCLA

## **Appendix B: Studies Social Science Departments and Centers American Indian Support Letters**

JENNIFER L. MNOOKIN  
RALPH AND SHIRLEY SHAPIRO PROFESSOR OF LAW

SCHOOL OF LAW  
BOX 951476  
LOS ANGELES, CALIFORNIA 90095-1476  
Phone: (310) 825-8202  
Email: mnookin@law.ucla.edu

May 14, 2020

Dr. Mishuana Goeman  
Interdepartmental Program in  
American Indian Studies  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA 90095

Dear Dr. Goeman,

I write to express my full support for the departmentalization of the American Indian Studies Interdepartmental Program into the American Indian Studies Department. The School of Law has a long-established, close relationship working with the Interdepartmental Program in American Indian Studies and we look forward to continuing this relationship as the program moves into a departmental status.

Federal Indian Law is a significant and important area of study for students at the law school. Each year, the law school enrolls a small set of students who are deeply committed to studying in the field and the core course in Federal Indian Law, offered by the law school each year, fulfills requirements for our specializations in both Critical Race Studies and Public Interest Law.

UCLA Law students and faculty have also benefited tremendously from the opportunities afforded by cross-listed courses with the American Indian Studies IDP. Cross-listed courses include the core course in Federal Indian law, as well as other courses offered by Professor Carole Goldberg, Professor Angela Riley, Lauren van Schilfgaarde, Director of the Tribal Legal Development Clinic and Joseph Berra, the Human Rights in the Americas Project Director with the Promise Institute for Human Rights at UCLA School of Law. These shared curricular offerings benefit our students, as well as the law faculty who play an integral role within both American Indian Studies and the law school communities. We look forward to continuing to see opportunities for our students and faculty to flourish with the establishment of a new American Indian Studies Department.

The School of Law and the Interdepartmental Program in American Indian Studies also offer a dual degree, in which a student may earn both a JD and M.A degree in four years of concurrent study. The program is designed to train law graduates with a rich understanding of tribal cultures that will increase their legal understanding, facilitate their practice in the field of Indian law and enhance their service to Indian nations. This dual degree opportunity is significant to a small, but committed, subset of our students, and the availability of the degree is also valuable in our recruiting efforts each year. We look forward to continuing this offering with the new American Indian Studies Department.

Page 2

Across these curricular offerings, the law school and our students and faculty benefit from an ongoing relationship with faculty across campus working in the area of American Indian Studies and we very much support American Indian Studies in their efforts to departmentalize.

Please do not hesitate to let me know if more information would be beneficial.

Sincerely,

A handwritten signature in black ink, appearing to read "Jen L. Mnookin". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jennifer L. Mnookin  
Dean and David G. Price and Dallas P. Price Professor of Law

Dr. Mishuana Goeman, Chair  
American Indian Studies Interdepartmental Program  
2225 Rolfe Hall  
UCLA

June 19, 2020

Dear Dr. Goeman,

We, the American Indian Graduate Student Association (AIGSA), and the American Indian Student Association (AISA) write in support of the American Indian Studies Interdepartmental Program (AIS IDP) as they seek departmentalization at UCLA. AIGSA and AISA include participation from American Indians, Indigenous peoples, Two-Spirit/LGBTQIA, and allies who aim to provide a space to support one another and advance our research and commitment to uplifting our communities. Departmentalization will promote the AIS IDP's mission of producing community-minded scholars who are devoted to tribal interests and conducting indigenous research practices.

We support departmentalization as it secures our academic excellence as well as our professional and personal development. Under the current IDP model, faculty members must prioritize their home departments before determining their course offerings to AIS undergraduate and graduate students. As such, all other UCLA departments impact and limit which courses the AIS IDP can offer each quarter. As departmentalization establishes faculty appointments, AIS course determinations will focus on student needs instead of other UCLA departments. Prioritizing the offerings of AIS courses for undergraduates and graduates will ensure AIS students work towards degree completion. Additionally, the resulting budget from departmentalization will significantly stabilize AIS operations for the future. A larger budget will maintain permanent staffing to allow for AIS to house faculty, enabling faculty to focus solely on AIS research and availability for major, minor, and graduate courses.

Most importantly, increasing the AIS budget will ensure student retention and removal of academic barriers. Departmentalization will enable AIS to provide financial resources and student programs to promote academic achievement for AIS undergraduate and graduate students. Because of the underrepresentation of American Indians in higher education, AIS faculty appointments will secure the self-belonging of Native identifying students at UCLA. Students will benefit significantly from stronger mentor/mentee relationships with their professors as they see themselves represented in academia. Ensuring that Native identifying students have a secure academic foundation at UCLA will enable their continued success and future endeavors after degree completion. With departmentalization, faculty will create a college experience for AIS students that will lead them to enhance their academic and professional careers.

Departmentalization also demonstrates UCLA's commitment to AIS. We know that UCLA has made an effort to increase American Indian and Indigenous participation on campus with initiatives from the Medical School and Office of the Chancellor. As these new initiatives continue to gain traction, they will require prolonged studies directed by scholars of Indigeneity and American Indian Tribal Nations. North America is home to diverse American Indian, First Nations, and Indigenous communities that each have their unique epistemological, social, and spiritual frameworks that deserve safe harbor in one of the United States' most elite universities: UCLA. Departmentalization of the AIS IDP ensures that American Indian and Indigenous communities continue vital intellectual and social innovation to support academic excellence, governance, community building, and healing.

UCLA is truly fortunate to have a thirty-year heritage of the AIS IDP. It is time to expand our critical infrastructure. With only a handful of departments nationwide, UCLA should seize this opportunity to support research by and for American Indian communities. This move uplifts American Indian and Indigenous communities in Los Angeles and beyond.

Given these reasons, AIGSA and AISA are pleased to support the AIS IDP as it seeks departmentalization.

For all our relations,

UCLA's American Indian Graduate Student Association

UCLA's American Indian Student Association



Item 3.2  
3220 Campbell Hall  
BOX 951548  
Los Angeles, CA 90095-  
1548  
  
PHONE: 310-825-7315  
FAX: 310-206-7060  
E-MAIL: aisc@ucla.edu  
www.aisc.ucla.edu

Dr. Mishuana Goeman  
Chair, American Indian Studies IDP  
Associate Professor, Gender Studies  
Special Advisor to the Chancellor on Native American and Indigenous Affairs

April 25, 2020

Dear Dr. Goeman,

I am writing on behalf of the American Indian Studies Center (AISC) and our Faculty Advisory Council (FAC) to express our enthusiastic support for the transition of the American Indian Studies (AIS) IDP to an AIS department.

American Indian Studies is a critically important and rapidly growing field, and UCLA is uniquely positioned to quickly become one of the most outstanding departments in the country. The AIS IDP was born out of our center's mission, to create a space for Native students, faculty and staff, and to educate about historical and contemporary Native American issues. The creation of this department will bring us into line with the other three ethnic studies centers/departments and will AIS teaching and ethnic studies teaching overall. Further, the creation of a department will expand the role that AIS already plays in strengthening diversity on the UCLA campus. All of us in the ASIC are excited about teaching for, collaborating with, and uplifting the mission of the new AIS department.

We also wish to express our view that it will be important for the university to set the new department in motion on a strong financial footing. We assume that the university will empower the new department with the necessary resources to ensure its success, including faculty FTE and adequate space to house it.

Please feel free to contact me should any further information be needed.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Speed". The signature is fluid and stylized, with the first and last names being the most prominent.

Dr. Shannon Speed (Chickasaw)  
Director, American Indian Studies Center  
Professor of Gender Studies and Anthropology  
President, Native American and Indigenous Studies Association (NAISA)



DEPARTMENT OF ANTHROPOLOGY  
341 HAINES HALL  
BOX 951553  
LOS ANGELES, CALIFORNIA 90095-1553  
PHONE: (310) 825-2055  
FAX: (310) 206-7833

[www.anthro.ucla.edu](http://www.anthro.ucla.edu)

To: Dr. Mishuana Goeman  
Chair, American Indian Studies IDP

From: C. Jason Throop  
Chair, Department of Anthropology

Date: May 13th, 2020

Re: Letter of Support for AIS Departmentalization

Dear Chair Goeman,

I am writing to convey the Department of Anthropology's enthusiastic support for UCLA's American Indian Studies Interdepartmental Program (IDP)'s efforts to become departmentalized. Given the strong synergistic links that currently exist between AIS and our Department, including a number of our faculty who are actively affiliated with the IDP and various of cross-listed courses shared between us, we see many exciting ways that our Departments can continue to collaborate and mutually support one another in the future. In preparation for this letter, we had an extremely supportive discussion about the contemporary and historical significance of AIS's departmentalization. Our faculty's overwhelming support for this effort is also reflected in our near unanimous departmental vote on the matter (22 approve, 1 disapprove, 0 abstain).

Please let me know if there is anything further you need from us as you move forward with your efforts toward the Departmentalization of AIS.

Best,

A handwritten signature in black ink, appearing to be "C. Jason Throop", written in a stylized, cursive-like font.


C. Jason Throop  
Professor and Chair





May 12, 2020

TO: Professor Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies

FR: Karen Umemoto, Ph.D.   
Helen and Morgan Chu Chair  
Director, Asian American Studies Center

RE: Creation of the American Indian Studies Department

On behalf of the Asian American Studies Center and as a member of the faculty of the Asian American Studies Center, I would like to express my enthusiastic support for the creation of the American Indian Studies Department. The new department will join three other ethnic studies departments in providing a departmental home for an academic program that has been operating as an Interdepartmental Program (IDP) under the steady stewardship of the American Indian Studies Center. As we celebrate the 50<sup>th</sup> anniversary of ethnic studies at UCLA, it is fitting if not overdue that UCLA establish a department for this last of the four ethnic studies fields yet to make this transition. Departmentalization of the IDP will provide a proper academic home with the requisite infrastructure to build and expand its academic offerings and expand its faculty. This will also allow the AISC to focus more of its resources on research, publications, and related activities as an Organized Research Unit working in collaboration with the AIS Department.

As the campus has made advances in recognizing and honoring the Tongva and Gabrielino peoples who were the original caretakers of the land upon which UCLA sits, so too will the establishment of the AIS Department allow for broader dissemination of the history, contributions and current struggles of Native peoples in the United States and the Americas. This occurs as an important time when the knowledge that resides in Native communities, among Indigenous scholars, and in the episteme and practices of Native peoples can play a critical role in our collective well-being as a culturally diverse society and as a living planet.

The American Indian Studies Center has played a vital role in the evolution of Native American scholarship and in supporting the pipeline of Indigenous scholars for at least five decades. We would celebrate this milestone event of departmentalization as we move into the next 50 years.



Asian American Studies Department  
3336 Rolfe Hall, Box 957225  
Los Angeles, California 90095-7225

Phone: (310) 267-5592  
Fax: (310) 267-5590  
<http://asianam.ucla.edu>

May 14, 2020

Dear Chair Goeman,

On behalf of the Asian American Studies Department, it is my honor provide this letter of support for the departmentalization of American Indian Studies at UCLA. This letter also reaffirms the commitment of the Asian American Studies Department to the existing relationship our faculty, students, and staff have had with the American Indian Studies IDP. With departmentalization, we hope to then build on that relationship with you and your unit as your capacities, needs, and opportunities grow.

We are proud to share important history with you, and we look forward to our exciting future together with your departmentalization. Our field has strived to share a longstanding commitment to engaged scholarly work that serves social and economic justice, the critical study of colonialisms, and relevant education rooted in the unique experiences, histories, and conditions of those whose very existence both challenges the validity of the making of the modern world and imagines realities beyond its reach. Asian American/Pacific Islander Studies is fundamentally enabled and deeply inspired by the committed intellectual work of indigenous studies from the earliest days of our field and into the future of the work to which we have devoted ourselves. Our fields were established to transform the academy in truly meaningful ways, and the departmentalization of American Indian Studies is vitally necessary for that meaningful transformation. The Asian American Studies Department remains ready to support American Indian Studies as you make this institutional transition, and for generation after generation after your departmentalization is established. We are grateful for the indispensable work you do and will do to make UCLA the intellectual center that we believe it can be, and that we need it to be.

Many thanks for this opportunity to express the support of the Asian American Studies Department for the work you are doing, and specifically our support for your departmentalization which will bring new and needed developments for our campus.

Sincerely,

Victor Bascara, Chair  
Asian American Studies Department  
3333 Rolfe Hall  
University of California | Los Angeles  
Los Angeles, CA 90095



UCLA CHICANO STUDIES RESEARCH CENTER  
193 HAINES HALL  
BOX 951544  
LOS ANGELES, CA 90095-1544  
PHONE: (310) 825-2363  
FAX: (310) 206-1784  
[www.chicano.ucla.edu](http://www.chicano.ucla.edu)

May 15, 2020

Dr. Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA 90095-1548

Dear Professor Goeman:

On behalf of the Chicano Studies Research Center and its sixty-five affiliated faculty across the College and eleven professional schools, I am pleased to provide a letter of support for the departmentalization of the American Indian Studies Interdepartmental Program.

The Chicano Studies Research Center was founded in 1969 alongside the American Indian Studies Center, Asian American Studies Center and Bunche Center for African American Studies. Over the past fifty years UCLA has welcomed an increasingly diverse student body that has relied on these centers and their correlative interdepartmental degree programs (IDPs) to expand their education, scholarship, and sense of campus community and civic engagement. Of these four IDPs, only American Indian Studies has yet to be departmentalized. In light of the University's commitment to diversity and its recent implementation of a land acknowledgement recognizing its existence on unceded territory, an American Indian Studies Department will be a vital, valued, and complementary addition to this university.

In recent years, the CSRC has witnessed not only a growing number of Latinx students, but an increasing number who are interested in Indigenous Studies. We see this not only in library reference requests, but in the events that students themselves organize. There is a clear need for a department that will focus on working with tribal communities and Indigenous peoples as well as on the advancement of a multidisciplinary approach that is attentive to local to international frameworks. We expect there will be strong enrollment in the department's courses. The IDP already has an excellent core faculty who will serve undergraduate and graduate students as teachers, trainers, and mentors. They will also guide other campus faculty, departments, and research units on best practices when conducting research in American Indian and Indigenous communities. Last but certainly not least, the groundbreaking scholarship by the current faculty as well as the contributions of future majors will further enhance UCLA's standing as a leading site for education, research, and civic engagement grounded in these best practices.

The CSRC has long benefited from its partnership with the American Indian Studies IDP and looks to continue that relationship as the IDP becomes a department.

Sincerely,

A handwritten signature in cursive script that reads "Chon Noriega".

Chon Noriega  
Director and Professor



Interdepartmental Program on the Conservation of  
Archaeological and Ethnographic Materials  
A210 Fowler Building  
308 Charles E. Young Drive North  
Los Angeles, CA 90095  
(310) 825-9407

April 22, 2020

Dr. Mishuana Goeman  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Special Advisor to the Chancellor on Native American and Indigenous Affairs, UCLA

Dear Dr. Goeman,

I write with strong support of the American Indian Studies Interdepartmental Program (AIS) application to become a department. This status will strengthen the program's ability to continue the important work it has already accomplished. The program is well-known for its collaboration with tribal communities and Indigenous peoples in its research and teaching initiatives. It is also well-known for undergraduate and graduate courses that attract students from across the campus.

As a Chair of an Interdepartmental Program in the Social Sciences, I am aware of the challenges placed on faculty growth, as no faculty may hold tenure in an IDP and each new hire requires a collaborating department. Such split or joint appointments make it difficult for an IDP to marshal the faculty commitments needed. The past work of your faculty has been nothing short of phenomenal. As a department, your faculty will no doubt achieve even more.

The UCLA/Getty Conservation Program in the Conservation of Archaeological and Ethnographic Materials has a special and valued relationship with AIS. Professor Ellen Pearlstein is an Affiliated Faculty member of AIS and has engaged with your faculty and students over a number of years. She teaches courses in the study and conservation of Native American artifacts from a number of tribal museums, and works with your faculty and students on collaborative exercises. This partnership deeply enriches our program, and provides valuable experience for our students.

The field of cultural heritage conservation has grown over recent years to more effectively collaborate with Indigenous representatives. In the past, we assumed that our scientific and materials based approach to understanding cultural materials should dictate how collections are exhibited and preserved. More recent models share research and decision-making with representatives of cultures who created items in collections. These models facilitate a better understanding of spiritual embodiment, the need to actively use items in traditional rituals, and the

need to incorporate traditional care procedures into museum practice. Collaboration also informs our field about the traditional and contemporary function and material composition of collections.

These new practices are nascent, and partnering with faculty and students from AIS helps our program advance knowledge through our teaching, publication, and community engagement. Becoming a department is a timely, and it is needed. Your application comes with my strongest endorsement.

Sincerely,

A handwritten signature in cursive script, appearing to read "Glenn Wharton".

Glenn Wharton  
Lore and Gerald Cunard Chair, UCLA/Getty Conservation Program  
Professor, Art History and Conservation of Material Culture

UNIVERSITY OF CALIFORNIA, LOS ANGELES



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SANTA BARBARA • SANTA CRUZ

PROFESSOR OF

ECONOMICS  
UCLA DEPARTMENT OF ECONOMICS  
BUNCHE HALL 9272  
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LOS ANGELES, CALIFORNIA 90095-1477  
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FAX (310) 825-1011  
[costa@econ.ucla.edu](mailto:costa@econ.ucla.edu)  
<http://www.econ.ucla.edu/costa/>

May 14, 2020

Dear Mishuana,

Given that UCLA has departments in Gender Studies, Asian-American Studies, African-American Studies, and Chicano/a Studies, it only seems fair that UCLA should have a department for American Indian Studies. I would, however, urge the Administration to think through how small departments can share staff and other resources to take advantage of economies of scale.

With best of luck in this new endeavor,

A handwritten signature in dark ink, appearing to read "Dora L. Costa", is written over a faint, light-colored background.

Dora L. Costa  
Professor and Chair, UCLA Economics



INTERDEPARTMENTAL PROGRAM IN  
AMERICAN INDIAN STUDIES  
3220 CAMPBELL HALL  
BOX 951548  
LOS ANGELES, CALIFORNIA 90095-1548  
(310) 825-6541 FAX (310) 206-7060

March 17, 2020

Dr. Mark Kligman, Chair  
Department of Ethnomusicology  
2686 Schoenberg Music Building  
UCLA

Dear Chair Kligman,

The American Indian Studies Interdepartmental Program (IDP) is in the process of becoming departmentalized. As such, the IDP is requesting letters of support from departments with whom it has a partnership. This relationship will remain when the IDP becomes departmentalized. The American Indian Studies Department will continue to cross-list our already existing courses that we have on record with Professor Browner.

If approved, the department will focus on working with tribal communities and Indigenous peoples as well as examining the social, political, historical, and economic status of communities at the local, state, national and international scales. Our faculty expertise will add to the overall undergraduate and graduate teaching on campus. We will be beneficial and provide content and method training to undergraduates and graduate students. As a department we will also continue to work in partnership with faculty in your department who are interested in guiding and guidance on best practices when conducting research in American Indian and Indigenous communities and sustain a thriving intellectual culture. We are excited to strengthen this intellectual center at UCLA and bolster our community outreach at UCLA.

We aim to submit our departmentalization documents in Spring quarter and thus request to kindly have a letter by May 15, 2020. For questions regarding American Indian Studies departmentalization, please contact [goeman@gender.ucla.edu](mailto:goeman@gender.ucla.edu).

Thank you for considering supporting American Indian Studies.

Sincerely,

Dr. Mishuana Goeman (Tonawanda Band of Seneca), Associate Professor of Gender Studies  
Chair of American Indian Studies IDP, Special Advisor to the Chancellor on Native American  
and Indigenous Affairs, UCLA

*AIS and AISC acknowledges the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin, So. Channel Islands) and are grateful to have the opportunity to work for the taraaxatom (indigenous peoples) in this place. As a land grant institution, we pay our respects to Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'eyoohiinkem (our relatives/relations) past, present and emerging.*

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

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DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Mishuana Goeman, Chair  
 Interdepartmental Program in American Indian Studies

April 22, 2020

Dear Mishuana,

In consultation with the faculty in the Gender Studies Department, I'm writing to express enthusiastic support for the departmentalization of the American Indian Studies Program at UCLA. Given the importance of the IDP to our campus, this change is certainly long overdue. In the current moment it is even more important to ensure that AIS, a unit that is critical to the University's mission, thrives. Departmentalization will benefit not only AIS, but UCLA as a whole. Under your leadership serving as chair and as Special Liaison to the Chancellor, the profile and impact of AIS have become increasingly visible on our campus, in the region, and far beyond. UCLA must now build on the momentum you and your colleagues in AIS have achieved.

Gender Studies serves as the primary department for three colleagues who conduct research in AIS and already teach for the IDP including you, who hold a 100% appointment in Gender Studies, and our colleagues Professor Shannon Speed (50% GS) and Professor Nancy Mithlo (100% GS), both of whom hold FTE that originate in the Institute of American Cultures. Assistant Professor Juliann Anesi (100% GS) and Distinguished Professor and Penny Kanner Endowed Chair Sherene Razack (100% GS) are both affiliated with the AIS IDP, and two of our joint colleagues in GS, Professor David Shorter (World Arts and Cultures) and Associate Professor Jessica Cattelino (Anthropology) are also affiliated with the IDP. With our strong and enduring ties to American Indian Studies, the whole of the Gender Studies faculty is eager to see UCLA support this area's growth and thereby promote its intellectual richness and its longstanding contributions to interdisciplinary collaboration.

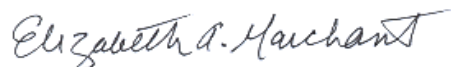
A larger core faculty in American Indian Studies (achieved through FTE transfer and future hires) will diminish the need to rely on "donated" courses and on the teaching efforts of temporary faculty. Building on the work you've already done to revise the curriculum, departmentalization will allow the faculty to further develop BA and MA programs that reflect its core strengths and keep up with changes in the field. Becoming a department will also strengthen the research profile of American Indian Studies, benefitting its students and the



faculty holding FTE there and complementing the broader, campus-wide activities of the American Indian Studies Center. And importantly, the growth and stability that department status enables will allow American Indian Studies to more vigorously support the diversity goals of this campus on which Native American students are underrepresented.

The Department of Gender Studies offers its strongest possible endorsement of your departmentalization proposal and urges the campus to provide the space and administrative support AIS needs to become a full-fledged department.

Sincerely yours,

A handwritten signature in cursive script, reading "Elizabeth A. Marchant".

Elizabeth Marchant, Chair

Associate Professor of Gender Studies and Comparative Literature

UNIVERSITY OF CALIFORNIA, LOS ANGELES  
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SANTA BARBARA •

DEPARTMENT OF HISTORY  
6265 BUNCHE HALL  
BOX 951473  
LOS ANGELES, CA 90095-1473

PHONE: (310) 825-4601  
FAX: (310) 206-9630

15 April 2020

Dr. Mishuana Goeman (Tonawanda Band of Seneca)  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Special Advisor to the Chancellor on Native American and Indigenous Affairs  
UCLA

Dear Mishuana,

I write to indicate the support of the Department of History faculty for the move to create a department out of the American Indian Studies IDP.

The history faculty voted overwhelmingly in support of an American Indian Studies department. The faculty recognizes the importance of the study of the history of American Indians, which supports the work of teaching early American, US and Latin American history. Our colleague, Benjamin Madley, does important work in this area, and teaches many courses that are cross-listed in the IDP (and I assume would continue in that status with the new department). We as a department faculty also support the contribution toward diversity and inclusion that the IDP makes, which would only be furthered by departmental status. A strong Department of American Indian Studies would be a great benefit to the history department as well as the university as a whole.

The only caveat expressed by some of the faculty was that the new department needs to be created with a strong financial basis. We hope that the university will marshal the resources to make this department a success, allowing it faculty lines and finding space to accommodate it.

The department wishes you success in this effort.

Sincerely,

Carla Gardina Pestana  
Department Chair  
Professor of History  
Joyce Appleby Endowed Chair of America in the World



Institute of American Cultures  
2329 Murphy Hall  
Box 957244  
Los Angeles, CA 90095-7244

8 May 2020

Professor Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies

Dear Professor Goeman,

On behalf of the UCLA Institute of American Cultures and our ethnic studies research centers, I offer strong and enthusiastic support of the proposal for the creation of an American Indian Studies (AIS) Department at UCLA. The formation of a department is long overdue, and this transition will provide needed infrastructure and resources to enable UCLA AIS to bring even greater contributions to the campus and its vital work with community partners. UCLA's responsibility to serve the needs of all of the peoples of California is brought into unique and sharper focus given the fact that UCLA (and the University of California) occupy unceded Indigenous lands. Departmentalization would serve as a significant and tangible sign that UCLA is making greater efforts to take seriously the critical role of the interdisciplinary and intersectional area of Native and Indigenous studies.

UCLA AIS will be one of the premier departments in this field of study because of the remarkable faculty members who are committed to actively supporting its teaching, scholarship and service dimensions. Arguably, we have as stellar a group of scholars as anywhere in the country, and while the department will need new faculty lines to support its mission, the foundation of people already here bodes well for its future. The AIS IDP already enjoys a close working relationship with the American Indian Studies Center (AISC) that will continue and allow each entity to thrive even as they together are more than the sum of their parts. The AISC will continue to provide students with valuable research opportunities and programs.

Resources are always an issue, but with an investment in faculty lines, staffing, space, and budget, the AIS department will be a vital space not simply for those who major, minor or are part of the master's program, but for the campus as a whole. Native and indigenous studies touch upon a truly broad and inclusive swath of the academic enterprise, and moreover, bring perspectives to bear on such critical issues as health policy, environment and sustainability, and law and society within a social justice framework. Departmentalization will deepen and sustain this important work that is so needed at UCLA, within the larger academy, and as we serve our constituencies with research that upholds the public mission of the university.

Sincerely,

A handwritten signature in black ink that reads "David K Yoo".

David K. Yoo  
Vice Provost & Professor



DEPARTMENT OF LINGUISTICS  
3125 CAMPBELL HALL  
Box 951543  
LOS ANGELES, CA 90095-1543

keating@humnet.ucla.edu  
May 15, 2020

Prof. Mishuana Goeman  
Chair, American Indian Studies IDP  
goeman@gender.ucla.edu

Dear Prof. Goeman,

This letter of support is in response to the American Indian Studies IDP's current application for departmental status.

The Linguistics Department, whose early faculty included Professors Bill Bright and Harry Hoijer from Anthropology, has a long history of linguistic work on American Indian languages. Our current faculty includes specialists on indigenous languages of all parts of the world, and Professors Munro and Torrence have specific expertise in languages of the Americas. Emerita Distinguished Professor Munro is an internationally-known expert on languages of North America, especially Muskogean, Uto-Aztecan, Yuman, and Zapotecan languages, and she continues to convene a weekly research seminar on linguistic fieldwork and language description. Assoc. Prof. Torrence was a PI on the 2017-2018 UC MEXUS-CONACYT Collaborative Grant for "Project on the morpho-syntax and semantics of Headless Relative Clauses in Mesoamerican languages", whose goal was to train native-speaker linguists to work on their own languages. This year Prof. Torrence's graduate course on field methods (a requirement for all graduate students in our program) is working with a speaker of a Zapotecan language.

In addition, the department's Phonetics archive includes recordings of a wide variety of languages. In sum, the department is an important resource for American Indian Studies students seeking information about heritage and other languages.

The Linguistics Department has a continuing interest in promoting work at UCLA on indigenous languages of the Americas and beyond. As a department, you will be committed to "work in partnership with faculty in your department who are interested in guiding and guidance on best practices when conducting research in American Indian and Indigenous communities", which must be beneficial to linguistic work.

We therefore support departmental status for American Indian Studies at UCLA.

Sincerely,

A handwritten signature in blue ink that reads "Patricia A. Keating".

Patricia A. Keating

Professor and Chair of Linguistics

**UCLA** Luskin School of Public Affairs

Department of Social Welfare

May 12, 2020

Mishuana Goeman  
UCLA American Indian Studies Interdepartmental Program  
1120 Rolfe Hall

Dear Professor Goeman,

I am writing to convey support from the Department of Social Welfare for the American Indian Studies IDP for departmentalization and the proposed MA/MSW concurrent degree program. We do of course need the approval of our Faculty Executive Committee in order to formalize the program but expect that approval can be reached.

The American Indian Studies MA understanding and assessment of population needs, together with the Social Welfare focus on addressing a wider set of social and psychological determinants of well-being, provide a particularly useful skill set for students who seek careers that bridge underserved communities and welfare. These two foci enhance students' ability to solve social problems by enabling them to make social policy or deliver services that are congruent with needs of individuals, groups, and communities. Becoming familiar with a broad context and all the externalities that affect social policy provides direct service providers a valuable perspective that enables them to be more adept in influencing these policies that affect their work and the populations they serve.

Given the significant overlap in our disciplines I hope that we can work closely on identifying courses that may be of mutual benefit to one another and possibly multiply list additional courses.

Please let me know if I can provide any additional information in support of this request.

Sincerely,



Laura S. Abrams  
Professor and Chair



MARTIN GILENS  
Chair, Department of Public Policy  
Luskin School of Public Affairs  
3250 Public Affairs Building, Box 951656  
Los Angeles, CA 90095-1656  
TEL (310) 825-7667 | FAX (310) 206-0337  
gilens@ucla.edu

April 9, 2020

Dr. Mishuana Goeman  
Chair of American Indian Studies IDP  
3220 Campbell Hall  
UCLA

Dear Chair Goeman,

I am writing to express the support of the Public Policy Department of the UCLA Luskin School of Public Affairs for the departmentalization of the American Indian Studies Interdepartmental Program.

Departmentalization will strengthen the program's contributions to the UCLA community and its valuable connection with the Public Policy Department. As a sister discipline that pursues both strong scholarly contributions and strong community engagement, we would be especially enthusiastic about this proposed strengthening of American Indian Studies here at UCLA.

All best wishes,

A handwritten signature in black ink, appearing to read "Martin Gilens".

Martin Gilens  
Professor and Chair, Department of Public Policy  
UCLA Luskin School of Public Affairs

April 29, 2020

Mishuana R. Goeman  
Associate Professor and Vice Chair  
UCLA Gender Studies  
BOX 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

Dear Mishuana,

On 4/28/20 the UCLA Department of World Arts and Cultures/Dance overwhelmingly voted to support the departmentalization initiative by the UCLA American Indian Studies Program.

Two of our faculty members in the Culture and Performance side of our program have deep experience with American Indian educational content and have taught and are teaching courses using and focusing upon it. A third faculty member on the Dance side of the program, who has Native ancestry, is profoundly invested in Native American materials and has very recently made enormous strides into incorporating it into new courses and producing public events with Native American guest performers and lecturers.

This natural orientation in our program towards Native American performance and scholarship goes back to the days before we ourselves were to departmentalize, when two of the major figures in our Dance Ethnology program, as it was then known, created the UCLA Journal for Dance Ethnology in 1984. Both Allegra Snyder Fuller and Elsie Ann Dunin were deeply interested in indigenous and folk dance cultures, and supported related thesis work by their students, on masked performances in northern Mexico for example. That same year one of our key students, Tamara Gilbert, working under Dr. Fuller Snyder, wrote her masters papers on the Native American powwow. And it was Dr. Snyder, I might add, who annually took carloads of our students to south-central Arizona during the spring quarter to experience on the Pasqua Yaqui Reservation the multi-day Easter festivities, which featured the famous Deer Dance and Pascola rituals that they then returned to our campus to discuss and more deeply understand.

At present, in fact, so many of the themes that have attained high profile in the wider intellectual world of Native American studies have heightened appeal to our faculty as well. In our undergraduate and graduate courses WAC/D students have been exposed to courses that highlight Native American art content, critical ethnography, settler-colonial studies, post-colonial literatures and approaches, applied ethnobotanical research, incarceration and carceral-state studies, de-colonization strategies in the field and the archives, critical museum studies, and so forth. With this wide range of cross-over interests, in both pedagogical approaches and new research strategies for undergraduates and

graduate students alike, it would seem a natural opportunity for our two programs to look forward to all sorts of innovative, academic cross-listings.

For the well-being of your future program, we implore the university to ensure that The Department of American Indian Studies launches with substantial resources at its disposal to enable its immediate impact and longevity. Given UCLA's recent fundraising campaign generating nearly \$5 billion dollars under the auspices of celebrating UCLA's 100 years as a land grant institution, this department — more than any other — should benefit directly from these efforts.

Allow me to reiterate our support for your great initiative towards departmentalization and please let us know if there are any other ways that we be of service towards your vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Froot". The signature is fluid and cursive, with a large initial "D" and "F".

Dan Froot

Professor and Chair, on behalf of the Senate Faculty of the Department of World Arts and Cultures/Dance



April 29, 2020

Mishuana R. Goeman  
Associate Professor and Vice Chair  
UCLA Gender Studies  
BOX 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

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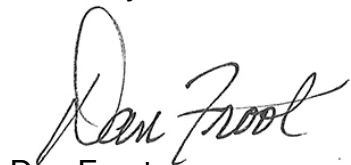
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Allow me to reiterate our support for your great initiative towards departmentalization and please let us know if there are any other ways that we be of service towards your vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Froot". The signature is fluid and cursive, with a large initial "D" and "F".

Dan Froot

Professor and Chair, on behalf of the Senate Faculty of the Department of World Arts and Cultures/Dance

## **Appendix C: Peer Institution letters Support Letters for American Indian Studies Departmentalization**



# DARTMOUTH COLLEGE

## Native American Studies

6152 Sherman House

37 North Main Street

Hanover, New Hampshire • 03755-1804

Telephone: 603-646-3530

Fax: 603-646-0333

May 4, 2020

Mishuana Goeman  
Chair, American Indian Studies  
3220 Campbell Hall  
University of California, Los Angeles  
Box 951548  
Los Angeles, CA 90095-1548

Dear Professor Goeman:

On behalf of myself and my colleagues, I write in support of your move to departmentalize the American Indian Studies Interdepartmental Degree Program. The Native American Studies Program at Dartmouth (NAS) is currently undergoing the same process, and there are many parallels. The move makes sense for many reasons, not least because it reflects the maturation of the field.

NAS at Dartmouth and American Indian Studies at UCLA (AIS) have both been active in sustained and far reaching developments. NAS was founded in 1972 and for the next twenty years it shared appointments in Anthropology, History, and Literature. Since that time, course offerings have expanded; tenure-track faculty have increased; we control our own curriculum and personnel decisions, and we teach hundreds of students each year. NAS and AIS today operate in a clearly defined field of Indigenous-based scholarship that employs recognized methodologies and critical theories, and that addresses issues not adequately covered in existing departments. It has its own professional organization, the Native American and Indigenous Studies Association (naisa.org), that publishes a semi-annual journal and attracts nearly one thousand participants from around the world to its annual meetings.

The designation of our units as “programs” rather than “departments” suggests to outside parties that we are not as organized, established, and robust as an academic department. Such an impression is incompatible with our national and international reputations. Like NAS, I am sure AIS continues to value its academic links and alliances, but making it a stand-alone department will more accurately reflect its status and the work it does.

I wish you every success going forward.

Sincerely,

Colin G. Calloway

John Kimble Jr. 1943 Professor of History and Professor of Native American Studies  
Chair, Native American Studies



*The* UNIVERSITY of OKLAHOMA®  
Native American Studies

UCLA  
3220 Campbell Hall  
PO Box 951548  
Los Angeles, CA 90095

May 12, 2020

Subject: **Support for American Indian Studies Departmentalization**

Dear UCLA and Program in American Indian Studies:

Thank you for the invitation to comment on the proposal to departmentalize UCLA's current Program in American Indian Studies. I have divided my comments into two sections. The first section addresses reasons why UCLA should strongly consider departmentalizing its Program in American Indian Studies. This section is further divided into discussions of UCLA's current American Indian-focused faculty and supporting units. The second section offers some points to consider regarding undergraduate majors while engaging in this process. This is identified as undergraduate curriculum and number of majors are a significant challenge to most American Indian studies departments.

1. Reasons for considering departmentalization at UCLA

*Strengths of Faculty.* UCLA has assembled a remarkable group of faculty members who focus on American Indian / Native peoples. These scholars engage in the field of American Indian (Native American) and Indigenous studies from multiple fields and perspectives. UCLA American Indian-focused scholars have made substantial contributions over the last twenty years to their respective fields that have also further the field of American Indian studies. Given the strength of UCLA faculty and the range of approaches that they cover, an UCLA American Indian studies department would be position to be as good as any in the United States. "2.2 Benefits to UCLA" in the *AIS IDP Departmentalization Outline* observes that, among the UCs, only Davis has a American Indian studies department with a few Universities having a program within a larger ethnic studies department. What seems also apparent is that, though there is substantial expertise found in other UC system schools, UCLA has assembled the largest (and overall strongest) concentration of faculty focusing on American Indians and indigenous peoples. Considering west coast universities, perhaps only the University of Washington (Seattle) has a similar number of scholars working on American Indian issues. The overall strength of UCLA's faculty strongly supports departmentalization.

*Institutional History and Supporting Units.* UCLA has had a central role in the formation of the field of American Indian studies and multiple units that are critical to the scholarly field. As the *AIS IDP Departmentalization Outline* points out, UCLA students were instrumental in the development of American Indian rights movements in the 20<sup>th</sup> century. These movements became part of the genesis of American Indian studies as a field. Though activism of the same type of the 1960s /70s is not as prominent a feature of contemporary period, UCLA has contributed to the development of the field and maintained its relationship with "community" in part through its American Indian Studies Center. In addition to the role that the Center has on campus, its houses the *American Indian Culture and Research Journal* (AICRJ), what I would consider currently the premier American Indian studies journal. AICRJ has served American Indian-focused scholars and Native peoples by publishing articles that typically explore issues central to tribes and Native peoples. AICRJ does this, from my perspective, better than other journals in the field and hence I suggest that junior scholars send their strongest work there.

## 2. Further Considerations

American Indian studies has to contend with being labeled a “niche” field and this often translates to how it is considered as a department within a university. The strength of American Indian-focused UCLA faculty and the contribution each has made to their more traditional disciplines (anthropology, public policy, literature, law or history, to name just a few) should make it difficult to diminish the importance of American Indian-focused scholarship for UCLA. This strength may not easily translate to the number of enrolled American Indian studies undergraduate majors (see “6.4 Recruiting Students in *AIS IDP Departmentalization Outline*). It would be worth further considering how to measure what “successful” or “healthy” enrollment might be for such a major. Unlike UC Berkeley, where the draw for students is likely bolstered by a broader ethnic studies major, or Oklahoma or South Dakota where American Indians make up a larger share of the state’s population, UCLA might want to consider a way to measure number of students but also their impact. In our department, we have started to more carefully track our graduates to demonstrate to the administration the value of our major despite our relatively small number of majors. I do not foresee this as a potential concern for graduate programs at UCLA as their MA program is well established. It is however worth considering how student recruitment might be increased or the department is a success with lower enrollments than other “traditional” disciplines or ethnic studies-related fields such as African American or Asian American studies. A small note regarding undergraduate curriculum, it might also be worth considering a quantitative component to the current research methods. It is understandable that qualitative methods are emphasized in American Indian studies, but it has been within our experience, that our students benefit considerably from a curriculum that results in their being at least literate in quantitative studies. It also has allowed them to partner or work with researchers and organizations that are not typically locations for American Indian studies alumni to work.

In conclusion, UCLA has long been a leader in American Indian studies. The University has assembled a set of scholars working on American Indian issues that are perhaps as strong as at any university in the United States. I strongly support that the Program in American Indian Studies’ proposal be given full consideration. A Department of American Indian studies at UCLA would benefit the University and the field alike. Please feel free to contact me if you require further elaboration.

Sincerely,



Raymond Orr

(Citizen Potawatomi)  
Associate Professor & (Interim) Chair  
Department of Native American Studies  
The University of Oklahoma

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THE UNIVERSITY OF ARIZONA

# NATIVE NATIONS INSTITUTE

Founded by the Udall Foundation  
& the University of Arizona

Udall Center for Studies in Public Policy

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Item 3.2

## *Strengthening Indigenous Governance*

June 29, 2020

Randall K.Q. Akee

Associate Professor in Public Policy & American Indian Studies

Department of Public Policy, Luskin School of Public Affairs

University of California, Los Angeles

and

Members

Academic Senate

University of California, Los Angeles

Dear Professor Akee and Members of the UCLA Academic Senate:

We, the leadership team of the Native Nations Institute at the University of Arizona, write in support of the elevation of American Indian Studies (AIS), currently an interdepartmental program (IDP), to a department within the UCLA Division of Social Sciences. We support this change in status for several reasons:

- ***Because of the quality and rigor of UCLA AIS programs.*** In our view, the UCLA AIS program's high academic standards have long placed it among the top university-based AIS, Native American Studies, and Indigenous Studies programs in the US. This is in part due to the faculty, as UCLA has been able to recruit some of the best and brightest Indigenous and Indigenous-allied scholars to its faculty ranks. It is also due to the program's commitment to practical relevance and desire to address Native communities' needs and aspirations, as evidenced in its applied and clinical offerings. Significantly, it also has been due to an AIS structure that gives students access to this outstanding faculty, to the broad range of disciplines and methods needed to generate excellence in interdisciplinary work, and to practical engagement opportunities.
- ***Because departmental status helps ensure ongoing academic quality and rigor.*** Our understanding is that while the current IDP approach has worked well for the UCLA AIS to date, inherent uncertainties in the model make it difficult to sustain and enhance course, research, and clinical/applied offerings. With elevation to departmental status, our sense is that UCLA's AIS unit would be able to minimize any disruptions that might arise from its



dependence on other units' hiring and promotion decisions. Additionally, academic status is likely to be a draw for the many high-quality Indigenous and Indigenous-allied scholars who want the option of having a dedicated portion of their FTE located in an AIS department. Thus, we view departmental status and the increased control over curriculum that it would provide as an important means of perpetuating the unit's known academic quality and rigor.

- ***Because departmental status generates greater certainty about the adequacy—in terms of faculty size and expertise—of AIS to administer its programs.*** Ongoing social and cultural change in the United States means students are entering institutions of higher education with renewed demand for teaching and learning that can help them make their world one worth living in. Our sense is that AIS programs, especially strong programs like those at UCLA, are going to experience increased demand from undergraduates and graduate students alike—because they offer exactly the kinds of educational experiences students are looking for. This raises the question of how UCLA can best respond. Departmentalization would ensure more dedicated FTEs to AIS and, thus, more certainty that AIS is able to meet demand, administer its programs well, and satisfy (and hence attract) students. We also think this structure (a formal department) is an even better way than an IDP to support a range of practical opportunities for students in assisting tribes, which is the mainstay of our own work. From experience, we know that such programming requires ongoing and consistent coordination and support, so that tribes' and students' expectations are met.
- ***Because departmental status attracts a quality applicant pool and may improve placement prospects for graduates.*** Especially in the “new normal” of funding insecurity in the university sector, departmental status signals to applicants that UCLA is highly committed to AIS, which in turn helps the university continue to attract strong applicants to its programs. Without departmentalization, this might not be the case. On the other end of the academic experience, while UCLA's AIS unit already has had tremendous success in placing graduates, elevation of the program to department status will help sustain this success and may even enhance it. Greater administrative wherewithal has the promise of providing graduates with even better assistance in the job and masters and doctoral program search process, thus improving placement prospects.

We at the Native Nations Institute are keenly interested in the ongoing strength and development of the AIS program at UCLA. We have a long history of joint research, collaboration on policy advice, and conference co-hosting – these include a recent series of policy briefs tribal governments and the CARES Act, a research paper on the incidence of COVID-19 among American Indians and Alaska Natives living on reservations, research on access to capital and credit in Native communities, and a conference on Indigenous data sovereignty and Indigenous data governance. Additionally, one of our research scholars—Desi Rodriguez Lonebear—recently was hired by UCLA and will be part of the AIS program. Such mutually beneficial connections make NNI a better institution, so of course we want UCLA AIS to be as strong, effective and sustainable as possible. We also support department status for the UCLA AIS program for that reason.



Thank you for the opportunity to comment. We look forward to future collaboration with our colleagues at UCLA.

Yours sincerely,



Joan Timeche, MBA

Executive Director, Native Nations Institute

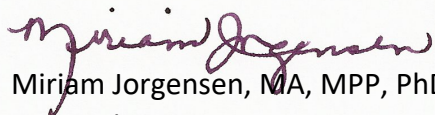


Stephanie Russo Carroll, MPH, DrPH

Associate Director, Native Nations Institute

Assistant Professor, Udall Center for Studies in Public Policy

Assistant Professor, Mel and Enid Zuckerman School of Public Health



Miriam Jorgensen, MA, MPP, PhD

Research Director, Native Nations Institute

Research Scientist, Udall Center for Studies in Public Policy



May 15<sup>th</sup>, 2020

Dr. Mishuana Goeman (Tonawanda Band of Seneca)  
Associate Professor of Gender Studies  
Chair of American Indian Studies  
UCLA  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA  
90095-1548

Re: AIS IDP's move to departmental status

Tan'si kiya, Dr. Goeman,

I write this letter in enthusiastic support of the American Indian Studies Interdepartmental Program's anticipated move from program to departmental status. As the dean of the Faculty of Native Studies at the University of Alberta (located in western Canada) – one of only two faculties dedicated to Indigenous studies in existence globally – I can speak first-hand to the central importance of autonomy within any university's institutional context to shaping the presence of Indigenous studies within the campus's structure. The move from a program to a departmental structure is an important step toward that autonomy but perhaps even more importantly, it provides an important institutional "hub" from which the discipline of Indigenous studies can strategically contribute to university mission and vision priorities as a whole. While the intellectual footprint of Indigenous studies at north American universities has grown precipitously in the previous two decades, this growth has tended to take the form of less strategically oriented programs rather than departments, and Indigenous studies has suffered institutionally for it.

Departments represent perhaps *the* key manifestation of disciplines in American and Canadian universities and with good reason: in a literal sense, they represent a principal intersection of discipline and institution within the academy. Certainly, other kinds of "department-like" units, such as centers, institutes, networks and in this case, programs can and do carry out important intellectual and institutional projects. Lack of departmental status can (in some cases severely) complicate their ability to do so, however, and in general, comes with much less assurance of stable funding, physical space, or for that matter, administrative, teaching, or research capacity. Lack of departmental status likewise complicates the ability of proponents for a particular discipline to advocate on behalf of their disciplines to the rest of the university. This is perhaps especially the case for newer disciplines such as Indigenous studies and it can have important consequences for the recruitment of scholars and students.



All of this is to say that the move from a program to a department will in the future come to be seen for what it is: a crucial strategic step in the history of American Indian studies at UCLA. It will increase its institutional capacity, its intellectual autonomy; given the multidisciplinary nature of their proposed shift to a department, it will retain its deep collegiality to the rest of the campus, as well. Having presented what I regard as the philosophical importance of the institutional move from a program to a department, I want to be clear that not all programs who have made the shift in the past twenty years should have done so. Pairing the departmental justification for AIS provided by Dr. Goeman with my previous knowledge of the reputation of American Indian Studies at UCLA, however, I am delighted to offer my enthusiastic and unqualified support for AIS's intention to move to a department. Using the categories laid out in Dr. Goeman's letter – quality and academic rigor of its programs; adequate size and expertise of faculty to administer the programs; adequacy of facilities and budgets; and anticipated impact on graduate students (prospective and existing) – let me lay out my reasoning in further detail.

*a. Quality and academic rigour of its programs*

The authors note in the report that "Our faculty and programs at UCLA have had a consistent and significant presence in this growing field" – while technically accurate, this is, if anything, a vast understatement. AIS at UCLA has long been regarded as a leader in the field of Indigenous studies (broadly conceived) in terms of the scholarship its scholars have produced, the community engagement it has prioritized and the graduate students it has graduated, some of whom have gone on to be Indigenous studies scholars in their own right. Nearly 80 Indigenous studies programs and departments that offer an undergraduate baccalaureate exist in the United States but most people not in the discipline could name more than a handful – consistently, UCLA would be one of these, a fact that speaks not only to its longstanding presence but to the regard in which it is held by other scholars, inside the discipline of Indigenous studies and what I will term here "NAIS-adjacent" (those who engage in sympathetic critiques of settler colonialism, for example, but who do not self-identify as Indigenous studies scholars). In short, AIS at UCLA clearly meets any standard we would think of regarding the quality and academic rigour required to sustain a department.

*b. Adequacy of the size and expertise of faculty to administer its programs*

Although I was generally aware that UCLA possesses a number of high-quality scholars invested in the discipline of Indigenous studies, perusing the AIS report has made it clear that my awareness is somewhat out of date. In fact, they possess one of the top (if not the top) cadre of Indigenous studies-affiliated scholars in the world. Moreover, enough senior-level Indigenous studies scholars exist at UCLA to provide both a strong pool of intellectual expertise in Indigenous studies and the competencies required to administer/lead an AIS department. Investment by UCLA in the shift from a program to a department will require the increased prioritization of leadership training for potential future departmental chairs (perhaps especially important in the context of units with minority/diversity/equity priorities), but looking at the



provided list of current scholars, I can count eight who could step into the role immediately. AIS at UCLA is dynamic and growing, and possesses both the size and the expertise to continue to shape its intellectual and institutional growth.

*c. Adequacy of the facilities and budgets*

Universities the world over are in a position of having to make difficult decisions regarding space and budget capacity: what to prioritize, what to “share” administratively and what to downgrade in terms of its relative importance to the discipline, whether as a matter of intellectual specificity or as it relates to community engagement. I am not sufficiently knowledgeable of the budget and facilities circumstances that exist at UCLA to be able to say with any confidence where the budget and facilities scenario laid out in the report sits with respect to other departments. It seems “lean but do-able” to me but it strikes me that institutional support for a program-to-departmental shift should include a prioritization on adequate facilities and support staff.

*d. Applicant pool and placement prospects for graduates*

To return briefly to the discussion at the beginning of this latter, departments represent a key intersection of discipline and institution. This is so for many reasons but one of its most important *effects* is that it provides a stable training and learning environment for graduate students. Graduate student success, particularly at the PHD level, is enhanced by three key factors: 1) stability of funding; 2) quality of supervision; and 3) the overall stability and collegiality of the intellectual environment (which, in turn, is enhanced by the stability of the institutional environment within any given university as a whole). Departmental status can play a powerful role in the productive presence of all of these factors and in turn, finishing “on time” (or as near to it as possible) with consultative and regularized communication and input from the supervisor and committee, offers successful students the best opportunity to produce novel and even cutting-edge theses while training them for success on the job market. AIS at UCLA is already well situated in these regards (as already noted, several of their graduates in the current institutional configuration have gone on to become respected Indigenous studies scholars in their own right) but the move to departmental status would solidify its current capacity and reputation. In turn, this will likely attract more high-quality students, who will go on to graduate and find jobs (ideally) within Indigenous studies units elsewhere.

In sum, AIS at UCLA possesses a longstanding and well-earned reputation for academic excellence, a reputation recently enhanced by their hosting of a recent highly successful Native American and Indigenous Studies Association annual meeting in 2018. NAISA conferences are, for all of their intellectual importance to the discipline, dizzyingly complex to put together from an administrative/institutional standpoint, and the fact that AIS was able hold such a large conference that went off without a hitch (at least, at surface level, which is important in its own right), speaks to the administrative capacity they already hold. Likewise, UCLA appears in recent



years to have seriously prioritized the recruitment and retention of some of the top Indigenous studies scholars in the world, a prioritization that has only further enhanced an already strong reputation. In some ways, the fact that UCLA does not already possess a department of American Indian studies is somewhat surprising, given the intellectual and institutional contributions that AIS (and its scholars) have already offered to the discipline of Indigenous studies – not just in the United States, but globally as well.

The move from a program to a department will ultimately afford AIS the autonomy and the coordinated capacity to better harness and strategically manage the intellectual growth already on display at UCLA, as well as directing their institutional aspirations as well, particularly as they relate to the continued recruitment and retention of top Indigenous studies scholars, undergraduate and graduate students and postdoctoral fellows, and the strengthening of their community engagement priorities with Indigenous communities/organizations. AIS at UCLA is well prepared for this transition from its administrative capacity potential and is reputationally well positioned from an academic/intellectual reputation as well.

I give this move my highest endorsement.

Pishshapmishko,

---

Dr. Chris Andersen  
Professor and Dean  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, AB, CANADA  
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Royal Society of Canada's College of New Scholars, Artists and Scientists (Member)

## UNIVERSITY OF CALIFORNIA, BERKELEY

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DEPARTMENT OF ETHNIC STUDIES  
 ASIAN AMERICAN STUDIES  
 CHICANO STUDIES  
 NATIVE AMERICAN STUDIES

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26 May 2020

**Letter of support for AIS departmentalization at UCLA**

I write to express my strong support for the departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA. I have read the program proposal and found it convincing. Additionally, as a senior faculty member in the field of Native American studies, and former chair of the Department of Ethnic Studies and coordinator of the Native American Studies Program at UC Berkeley, I have long been familiar with the AIS program and its prominent faculty. Departmentalization and increasing faculty resources would make UCLA the indisputable leader in this important field.

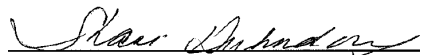
American Indian Studies at UCLA has a long and distinguished international reputation. Its faculty are leaders in the field of Native American studies because of their pathbreaking research, founding roles in professional organizations, and extensive scholarly engagement across multiple fields and disciplines. The American Indian Studies Center is renowned as an intellectual hub of the field because of high-profile, cutting-edge events, and the *American Indian Culture and Research Journal* counts among the top two or three journals in the field and has helped to define Native American studies over several decades. Together, these resources have placed UCLA among the top institutions for research and teaching in the field. AIS is also notable for community engagement, including through the high-profile Mapping Indigenous LA project. Such endeavors are crucially important as the University of California system works to repair its relationships with Native communities throughout the state.

Departmentalization would further strengthen an already outstanding program. Currently the faculty appointment structure means that teaching and service obligations are divided between units, with home departments inevitably taking priority. Increasing full-time FTE would enable AIS to expand course offerings and create a curriculum that reflects recent developments in the field. Importantly, this measure would improve recruitment and retention for faculty and students alike while also developing a competitive PhD program. Finally, I should note that other top-tier research institutions, including my own, are devoting substantial resources to this field. The University of Michigan (long a leader in Native American Studies) and the University of Wisconsin count among the institutions that have prioritized faculty hiring in this field, including through cluster hire initiatives. UC Berkeley recently approved a Native American studies cluster hire of six tenure-related faculty positions over a three-year period. We have just completed two searches as part of

the cluster hire and two additional Native American Studies recruitments this year, with four additional NAS searches (including senior appointments) planned over the next two years. Departmentalizing and increasing its own faculty resources would enable UCLA to maintain its distinguished place in the field.

For all of these reasons, I strongly support the American Indian Studies proposal for departmentalization. If I can be of further assistance as you assess this proposal, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Shari Huhndorf", written over a horizontal line.

Shari Huhndorf  
Class of 1938 Professor of Native American Studies  
Department of Ethnic Studies  
huhndorf@berkeley.edu

## UNIVERSITY OF CALIFORNIA, DAVIS

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF NATIVE AMERICAN STUDIES  
 TELEPHONE: (530) 752-3237  
 FAX: (530) 752-7097

May 29, 2020

American Indian Studies  
 University of California, Los Angeles

Dear Prof. Goeman,

This letter is in strong support of the departmentalization proposal of American Indian Studies (AIS) at the University of California, Los Angeles (UCLA). Our department at University of California, Davis (UCD) is currently the only Native American Studies department in the University of California (UC) system. There is a demand from students and communities for more graduate programs in Native American and Indigenous Studies, in California, nationally, and internationally.

Our NAS program at UCD and the proposed AIS department at UCLA share a specific and necessary focus on producing graduates and scholarship that respond to the needs and interests of Indigenous nations and communities. UCLA AIS prepares academic, policy, and community leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations, with an emphasis on building lasting partnerships with Indigenous peoples in the LA basin. The departmentalization of AIS will support students to develop advanced research and analytical skills to address the multiple and complex issues affecting Native communities. Departmentalization will solidify the distinguished group of faculty and staff in AIS at UCLA and advance the discipline and practice Native American and Indigenous Studies broadly.

AIS currently functions as a degree-granting Interdepartmental program within the Division of Social Sciences. AIS has 43 affiliated faculty, with a core group of 17 that participate in program leadership. Departmentalization will enable AIS to ensure that member faculty can regularly teach core classes, and that AIS can function based on its own priorities, rather than the priorities of other departments where faculty members' FTEs reside. Departmentalization will centralize and strengthen the already leading scholarship of UC faculty, staff, and students. This is a necessary step in the development of UCLA's recognized leadership in the discipline of NAS, and the practice of ethical, accountable, and equitable scholarship in the UC system.

In 2019-2020, UC increased its commitment to Native nations with the establishment of a President's Native American Advisory Council and a Cultural Affiliation and Repatriation Policy Workgroup at the systemwide level. UCLA is the only UC with two representatives (faculty/staff) on both bodies, indicating UCLA's significant role in articulating improved Native-UC relations



at both the individual campus and the systemwide levels. UCLA is also the only campus in the UC system to establish a faculty position of Special Advisor to the Chancellor on Native American and Indigenous Affairs. This position is currently held by AIS Chair Mishuana Goeman. In 2019, Goeman and Fowler Museum Director Wendy Teeter hosted a significant convening entitled “Lighting a Path Forward” that called UC generally and UCLA in particular, to examine and address its land grant history relative to Indigenous peoples. UCLA AIS and the Fowler Museum have articulated a precedent-setting commitment to equitable and respectful research, teaching, and service with and for Native Nations in the LA basin and beyond.

I am honored to support the departmentalization of AIS at UCLA. AIS is already recognized as one of the premier programs in Native American and Indigenous Studies, and it will only increase in prominence with the necessary support of departmentalization. The NAS department at UCD looks forward to partnering with the proposed AIS department at UCLA to strengthen UC-wide leadership in Native Studies in both academics and policy.

Respectfully,



Elisabeth (Beth Rose) Middleton, PhD  
Professor, Dept. of Native American Studies  
Yocha Dehe Endowed Chair in California Indian Studies  
University of California, Davis  
[brmiddleton@ucdavis.edu](mailto:brmiddleton@ucdavis.edu)



**University at Buffalo**  
*The State University of New York*

Transnational Studies  
 College of Arts & Sciences

May 21, 2020

Academic Senate  
 3125 Murphy Hall  
 UCLA

*Re: External Letter of Support, AIS Department*

Dear UCLA Academic Senate:

Please accept this letter of enthusiastic support for the formal departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA. I am currently Associate Dean for Inclusive Excellence at the State University for New York at Buffalo (UB). I am also Interim Director and Incumbent Chair of our forthcoming Indigenous Studies Department at UB. I am incredibly excited to endorse the AIS Department in development at a fellow AAU institution. I am heartened to see that UCLA and UB are among the most recent AAU universities to make significant investments in Indigenous Studies, while noting that this momentum is on the rise at several other AAU schools including McGill, Chicago, and Utah, among others. Despite being on opposite ends of the country there are many parallels in the prospective development of these important academic units. Among them, both are poised to be the largest Indigenous Studies departments upon the Indigenous territories where they are located, as well as in their respective states.

I am appreciative of the invitation to share my thoughts on the AIS Department proposal. The proposed AIS program as outlined to anchor the department is nothing short of outstanding. It is certain to become one of the highest ranking Indigenous Studies Departments in the country, drawing students from all levels, both Indigenous and non, as well as a broad constellation of post-docs, visiting scholars, and instructors. It will be certain to attract top emerging Indigenous studies scholars in the pipeline when new faculty recruiting initiatives begin.

The mission of this Department is of immense significance. It is grounded in responsibilities to the Tongva peoples on whose land UCLA is located, and in fulfilling obligations to Indigenous people that derive from UCLA's history as a land grant institution, meaning Indigenous lands were a source of institutional wealth. It is also built upon faculty members longstanding relationships with multiple Indigenous communities. These practices, commitments, and responsibilities are fundamental cornerstones of Indigenous Studies as a discipline. They are also preeminent factors in how university-based Indigenous studies programs are valued and supported by tribal communities. Central to Indigenous research and scholarship is the forming of ethical and responsible relationships and practices of engagement with Indigenous communities. This is a most important metric in the evaluation of an AIS department by the public, by tribal nations, and increasingly by external grant foundations and other funding agencies. With most Indigenous studies programs under development, plans to build community relationships are aspirational. For AIS at UCLA, Indigenous community engagement is already deeply

embedded in the program. Undoubtedly this will prove to be one of the departments greatest strengths going forward.

Alongside linking the academic study of Indigeneity with community engagement and service, another important aspect of the Department's mission is based in intellectual content and academic rigor of its programming. These interests are addressed and fulfilled both in distinct and integrated ways. For example, all the members of the prospective department, while having specializations in specific disciplines and fields, see themselves as interdisciplinary and/or multidisciplinary scholars. AIS faculty are also renowned, award-winning scholars who can offer a robust catalogue of courses that engage key issues in Law, Gender Studies, Anthropology, Law, etc., through a critical Indigenous studies lens. This is extremely important. For as much as Indigenous Studies is a discipline in its own right, it is also a necessary part of every other field of study. Theoretical focal points and research interests intersect and cross cut all conventional disciplines (including the STEM fields). It is important to provide students with opportunity to escape the traditional silos in which academic units often necessarily exist. Bold new interdisciplinary structures like AIS are extremely important to the future of higher education, enabling students to expand their scholarly horizons, preparing them to better meet the demands of our ever-changing world. Also noted in the proposal, departmentalization will stabilize the undergraduate program, affording students the ability to draw upon the expertise of core Indigenous studies faculty consistently as they move through their degree requirements. The graduate program is innovative and exciting, with key foundational courses as well as courses that represent the cutting edge of Indigenous studies scholarship, taught by many faculty who are also forerunners in the field.

Not only do faculty members of the prospective AIS Department have outstanding reputations in the field, they have also done an extraordinary service to the profession by hosting the Native American and Indigenous Studies Association (NAISA) annual conference in 2018. This was a massive undertaking for all of the Indigenous studies faculty, students, and staff at UCLA. Drawing thousands of scholars, students, and tribal community members to LA from across the globe, the massive participation in this annual meeting is a powerful testament to the growing demand for critical work in the field of Indigenous Studies. While UCLA has made longstanding investments in Indigenous Studies, further embedding the field into the culture and structure of the institution through the establishment of permanent, autonomous departmental structure will enable UCLA to keep up with the increasing demand for education and training in this area.

UCLA has provided dedicated space for Indigenous research and support to Indigenous students and scholars since 1969. While this fifty-year commitment is highly commendable, the proposal rightly outlines the need for expanded facilities to better accommodate departmentalization and the expanded potential for research and scholarship that comes with it. Ensuring adequate space to accommodate more extensive resources collections and archives, as well as for additional faculty, staff and students are reasonable expectations given the pending growth that will accompany AIS departmentalization. The inter-related, complimentary, and dualistic functions of the future AIS department as a home for Indigenous studies and the AISC as hub for Indigenous research across the campus is a viable structure to build upon and one that we are just beginning to develop here at UB. The proposed budget seems adequate, if not modest, but I am hopeful that the institution will agree to enlarge its commitment to these important units to accommodate the imminent growth returns that will come from new department. The new departmental home for Indigenous studies in conjunction with the AISC will further embed a campus climate that supports Indigeneity and Indigenous inclusion, offering more permanent signals and access points that are attentive to Indigeneity on campus. Such signals and access points are important ways to

further reinforce the value of Indigeneity, and to highlight territorial acknowledgement as well as further honor UCLA's responsibilities as a land grant institution.

Given the exceptional caliber of the faculty and academic programming, the AIS department will undoubtedly maintain continuity in drawing a strong pool of applicants. The proposal indicates an 85-student waiting list for Indigenous studies and cites a current lack of space to accommodate these students! For many of us working at other institutions, these are numbers we are working hard to approximate. Ultimately, these numbers are a key indicator of growth potential. Expanded and consolidated efforts associated with departmentalization will further ensure the recruitment even larger numbers of students. Opportunities for the positive placement of AIS graduates also continue to rise. Indigenous studies prepare students to work in a variety of capacities. Graduates can attain positions with tribes; Indigenous organizations; federal, state, and local governments; social service agencies; non-profit organizations; community organizations; museums; youth-serving organizations; schools; and research centers, among others. It is also important to note that the Canadian education system now requires the inclusion of Indigenous studies curriculum at all levels. These mandates are increasingly pushing American higher education institutions to follow suit, creating more opportunities for the academic placement of Indigenous studies graduate students in US and Canadian universities and colleges.

In closing, let me reiterate my enthusiastic endorsement of AIS departmentalization at UCLA. As an Indigenous scholar, my commitment to the field, and to our students and communities transcends institutional boundaries. We want our students to receive the best instruction, research opportunities, mentorship, and training, and for them to be treated with dignity and to achieve success in their educational and scholarly endeavors wherever they choose to go. We need more departments and programs to serve the needs of our students, as well as those of our communities and nations. UCLA has an opportunity to do a tremendous service to our field and to our people by supporting the departmentalization of AIS on its campus. It is the next moral and logical step to ensure that more can benefit from the richness of the faculty talent and expertise, programming, and resources in AIS that UCLA can offer.

Niawen.



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THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

19 May 2020

**Re: UCLA AIS Departmentalization Proposal**

Tēnā koutou e te Rangatira mā, Academic Senate,

I am writing in strong support of the proposal to departmentalize the American Indian Studies Interdepartmental Degree Program. I write from a unique perspective as a current and former Dean of two Indigenous Faculties previously at the University of Alberta's Faculty of Native Studies, and now at the Faculty of Māori and Indigenous Studies at the University of Waikato. This is unique because Indigenous Faculties are rare globally, and I have been a Dean of two Faculties in a trans-international context. The Faculty I am currently Dean of is recognized as a benchmark for Indigenous Studies and Indigenous scholarship. I am also President-Elect of the Native American and Indigenous Studies Association (NAISA); the world's largest and most important Indigenous Studies academic association. These experiences give me a distinctive perspective on Indigenous academic units and their status as Faculties, Departments, Programs etc.

Generally, 'academic independence' (for want of a better term) of an Indigenous academic unit reflects a University's commitment to Indigenous peoples and particularly the Indigenous peoples where the University is located. The commitment can be seen in various charters, university strategic plans, mission documents etc., and typically the most independent Indigenous academic unit is the flagship in these documents because it demonstrates the university's commitment and placement of value on Indigenous epistemologies, research, pedagogies, teachings, practices and cultures. Crucially this involves some autonomy from Western disciplinary frameworks that tend to structure the university. In turn, from my experience, the relative autonomy of Indigenous academic units is crucial to how multiple communities conceive of, view and comprehend the university as a place that values Indigenous knowledge, or not.

To the specific proposal; quite simply for a university like UCLA, knowing something of its context and reputation, the proposed departmentalization is completely in step with, as the proposal says, with "the growing prominence of Native American and Indigenous Studies in the academy both domestically and internationally". That is, Indigenous Studies is one of the most important and rapidly developing disciplines and universities worldwide are realising the significance of autonomous Indigenous Faculty's and Departments to the academic structure of the University. Universities, through the creation of Indigenous Departments, are able to demonstrate and visibilize responsibility and allegiance to Indigenous knowledge and curricula through undergraduate and graduate programming, whilst signifying investment in Indigenous faculty and to its communities.

I should note that UCLA is already well known for the quality of its Indigenous and non-indigenous faculty working in the Indigenous Studies area. The faculty are absolutely stellar, which is important because at the end of the day it will be the faculty who create and drive the quality and rigor of the curricula developments that ultimately students experience. Many

of the faculty I can see associated to this proposal are absolute leaders in the field of Indigenous Studies in terms of, for example scholarly organisations such as NAISA, but also as leaders in Indigenous thought creation. Suffice to say that the proposal is excellent and what is outlined is robust, is clearly rationalised, and makes sense in terms of fundamentals such as size, facilities and budgets. I have no doubt that the academic curricula and students who graduate out of the proposed department will reflect the strength of Indigenous faculty leadership.

The departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA is an important strategic and ethical development for the University's reputation as a leader in community and Indigenous relations, and as a forward thinking University in terms of curricula and hence graduate profile. I strongly support this proposal and am more than happy to offer anything I can to help with the future Department's success.

Ngā mihi



Professor Brendan Hokowhitu  
Dean/Te Amokapua  
Faculty of Māori & Indigenous Studies  
University of Waikato

## **Appendix D: By-laws for Department**



UCLA Department of American Indian Studies Bylaws Draft  
*College of Letters and Science Graduate Council approval date*  
*Undergraduate Council approval dates (the Councils will insert approval date).*  
 September 16, 2021

**I. Bylaws**

- A. Bylaws: These bylaws contain the core governing principles for the American Indian Studies Department, hereafter “Department.” They should be read in tandem with the *Standing Rules and Procedures* of the Department that regulate current departmental practices.
- B. Amendment: Amendments to these bylaws may be proposed by any two voting members of the department. The written request to amend a bylaw will be referred to the Department Chair, or a written request of any two voting member may be forwarded to the Chair, which will then be brought to a departmental meeting for discussion. If the request is endorsed by a majority of the voting Faculty at a departmental meeting, an official ballot shall be sent to Faculty for a vote. An amendment is accepted if it is supported by at least a two-thirds majority of the Senate Faculty in a secret ballot. Not less than ten days prior to any regular or special meeting, at which addition to, amendment of, or deletion of all or any portion of the Bylaws is considered. The Department shall post to the Faculty a written notice of any such proposed addition, amendment, or deletion.
- C. Access: These bylaws shall be posted on the departmental website and be accessible without restriction. At the beginning of each academic year, the Chair will be responsible for distributing a copy of the bylaws to each voting member of the Department and designated student representatives. In addition, a copy of the bylaws shall be kept in the Chair's office.

**II. Department Membership and Meetings**

- A. Voting Membership:
  - 1. Membership in the Faculty of Department is defined by Divisional Bylaws 50 (A) and 184. Members of the Academic Senate are Assistant, Associate, and Full Professors in the Regular Series who hold full, split or joint appointments (0-100%) within the Department. Faculty with 0% appointment in AIS will not have voting privileges unless expressly agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the depart.
  - 2. Additionally, Senior Lecturer (SOE), or titles in the Professor in Residence series who hold full, split or joint appointments (0-100%) in the Department are members of the Department. Faculty with 0% appointment in AIS will not have voting privileges unless expressly

agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the depart.

- B. Non-Senate Faculty and other Departmental Personnel:
  - 1. Non-Senate faculty and staff may attend departmental business meetings, place items on the agenda for departmental consideration and participate in deliberations.
  - 2. As provided by The CALL, Appendix 4, Non-Senate faculty may not vote on personnel matters. Unless otherwise provided by vote of the faculty, non-ladder faculty are not eligible to vote at departmental meetings.
  - 3. Emeriti faculty on recall have rights to participate and vote on substantial departmental questions in accordance with Senate Bylaw 55 (D)(3).
- C. Student Representatives: The American Indian Graduate Student Association and the Undergraduate American Indian Student Association shall designate one graduate and one undergraduate student from their respective membership to serve as student representatives to the Department for the academic year. Additionally, a graduate student from the Native American Lawyers Student Association shall designate one student from their membership to serve as a student representative to the Department for the academic year.
  - 1. Such designations should be made by the appropriate undergraduate and graduate organizations no later than week 5 of the Fall Quarter.
  - 2. Student representatives may attend and participate in all departmental meetings, except those dealing with personnel actions or other confidential matters as determined by the Chair.
  - 3. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions.
- D. Department Meetings:
  - 1. Department meetings take place at the call of the departmental Chair, upon at least one week's notice. The Chair or a designated substitute presides at all meetings. There will at least one meeting per quarter within the academic year.
  - 2. In the absence of the Chair, a Chair should be elected from among the members present in the duly called department meeting.
  - 3. Per the Call (Bylaw 55, II-6, <http://www.apo.ucla.edu/call/append4.htm>), "upon the request of 2 Senate members, the Chair must schedule and hold a meeting within ten days." Any Senate member may also request that an item be placed upon the agenda of a previously scheduled meeting.
- E. Minutes: Minutes of the department meetings shall be taken by a staff member and distributed in timely fashion to the voting faculty, as well as to designated student representatives. These minutes are subject to approval by majority vote at a subsequent faculty meeting. Minutes shall include a list of individuals present at the meeting.

1. A copy of minutes from all departmental meetings will be preserved in the Chair's office, where any voting member of the department may consult them on demand.

### III. Voting

- A. General Department Business – This includes all non-personnel matters that the department will undertake during the course of a normal academic year. This business includes, but is not limited to, all aspects of teaching, service and student affairs for the American Indian Studies department.
- B. Personnel Actions
  1. Appointments. All appointment votes will be for new department hires and/or new appointments to the American Indian Studies department from existing faculty residing at other departments within UCLA.
  2. Merit. All merit votes will be for movement to a new step within an existing academic hurdle level. These merit reviews happen, on average for most faculty, every two years or so.
  3. Promotions. All promotion votes refer to hurdle level promotions such as the move from assistant professor to associate professor or associate professor to full professor.
- C. Quorum: One-half of the department members (as defined in Section II) not on leave at the time of the meeting constitutes a quorum to conduct department business during that quarter. One-half of the department members not on leave constitutes a quorum for personnel discussions as well. Meetings may be held virtually for non-personnel voting and meeting quorum purposes. For department meetings held entirely virtually or where one or more department members may attend virtually, quorum shall be established via roll call and members state names before speaking.
- D. Mode of Voting: Voting on departmental business is by a show of hands, unless a motion is made for a secret ballot. For votes other than personnel matters, where some or all department members are attending virtually, votes will occur by roll call or general consent instead of show of hands. Voting on personnel matters is by secret ballot only and subsequent to the meeting discussion; all voting members of the department receive 48 hours to cast a secret vote on personnel matters via a secure electronic system. Faculty members who cannot attend the meeting may also submit brief statements that the Chair is required to make available at the meeting. All departmental votes are majority votes unless otherwise specified. Department staff shall be in attendance as needed to assist with the recording of votes, minutes and reporting needs.
- E. Student Representative Voting. Student Representatives are eligible to vote at department meetings. However, their votes shall be recorded separately per UCLA Academic Senate By- Law 45E5 (<http://www.senate.ucla.edu/FormsDocs/Bylaws/ch4-3.htm#b45>). Student representatives may not participate in discussions dealing with collective bargaining issues or with personnel actions in connection with faculty advancement or appointment. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions. The Chair should ask the students to leave the meeting prior to any such discussions. Student representatives can also request to place items on the agenda for departmental consideration, and, a student representative may put forth a

motion but no student representative will be able to second that motion for voting purposes; a department faculty member will be required for a second of a motion.

- F. Zero percent appointments – Faculty with 0% appointment in AIS will not have voting privileges unless expressly agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty.

#### IV. **Officers**

- A. Chair: The Chair is appointed by the Chancellor upon the recommendation of the Dean of Social Sciences in consultation with the faculty of the department. The Chair serves at the Dean's discretion on an annual basis, although the term generally runs for three years with the possibility of renewal.

- B. Duties: The Chair holds fiduciary responsibility for the department and is responsible for the expenditure of resources and the administration of the program, acting in consultation with the faculty, as specified in APM -245(Appointment and Promotion: APM - 245 - Department Chairs). The Chair is responsible to the Chancellor through the Dean of Social Sciences. The Chair reports on the department's financial status to the Dean of Letters and Science at the end of each academic year. The main responsibilities of the Chair include:

1. To make teaching assignments in accordance with the policy described in Academic Senate Regulation 750 and to assign other duties to members of the department staff.
2. To prepare the schedule of courses and of times and places for class meetings.
3. To establish and supervise procedures for compliance with University policy on the use of guest lecturers and Academic Senate Regulation 546 on special studies courses.
4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides, subject to the terms of any pertinent Memorandum of Understanding.
5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.
6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)
7. To report promptly the resignation or death of any member of the department.
8. To be responsible for the custody and authorized use of University property assigned to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.
9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.

10. To maintain records and prepare reports in accord with University procedures.
11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.
12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.

C. Other Department Officers:

1. Acting Chair: The Chair will designate one of the members of the faculty to assume his/her place on a temporary basis during absence. Notification of this designation should be given to all departmental staff, faculty, and students.
2. Subcommittee Chairs. From among the members of the faculty, the Chair of the department may appoint chairs of the following and/or other useful and necessary subcommittees, assigning the responsibility of subcommittee chair for the academic year in which its members serve: 1) Admissions/Awards, 2) Teaching Assistant Selection, 3) Undergraduate Program Concerns, 4) Graduate Program Concerns, and 5) Other committees which may be necessary for issues which emerge in the course of a particular Academic Year (e.g. hiring, preparing for an 8-year review, etc.).

V. **Department Committees**

- A. Executive Committee – This committee contains one representative of all of the existing department committees and the Chair. This committee may be called as needed for a term of one year by the Chair. This committee will be called when the department requires additional coordination across existing committees in certain years. The purpose of the Executive Committee is to make recommendations to and advise on urgent decisions in between, faculty meetings.
- B. Admissions Committee
  1. The admissions committee will consist of a committee appointed by the Chair. Generally, the committee will consist of all department members. Decisions on the admissions of Masters students will be made by consensus at the meeting; in the event that consensus is not attained we will proceed to voting by majority. The meetings are generally held in early Winter quarter of each year.
- C. Ad Hoc Committees
  1. Appointment Committee – This committee will be appointed as needed by the Department Chair. This committee will serve for the time period required to conduct an academic search for a faculty member (of any rank) through all aspects of the process to the hiring stage. All personnel decisions and votes related to appointments will be made according to the rules established in Section VI Personnel Actions.

2. Personnel Committee. This committee will undertake all merit reviews and promotion reviews for department members and will make written recommendations to the entire department for voting purposes. All personnel decisions and votes will be made according to the rules established in Section VI Personnel Actions.
3. Curriculum Review Committee – This committee will be called as needed by the Chair when a review of the existing graduate or undergraduate curriculum is warranted. The committee will operate for the entire academic year unless a longer period is required and approved by the department Chair.
4. 8-Year and/or Other External Review Committee – This committee will be appointed as needed by the Department Chair to coordinate, respond and write up the reports or provide necessary information to either external or internal departmental reviews.
5. Any other committees as determined by departmental need and the approval of the Department Chair.

## **VI. Personnel Actions**

- A. Appointments for Regular Ladder Appointments: When a regular ladder appointment has been authorized by the Dean, the Chair shall appoint a search committee. Normally, the Search Committee will invite its leading candidates to campus in order to present a talk to the Department. It will then make a recommendation and write a report on the top candidate, which should be accessible to Department members at least ten working days before the departmental discussion and vote. If for any reason the Search Committee believes that the number of candidates invited should be reduced, or its procedure otherwise streamlined, it may seek approval of such change from the Chair, so long as the requested change is consistent with University regulations regarding searches. The committee will work in concert with the Chair to prepare a file and report for departmental discussion. Search Committees must adhere to all affirmative action laws, policies, and guidelines (<http://www.apo.ucla.edu/call/append5.htm> ).
  1. Voting. The vote on all personnel matters, including hiring, shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Student Participation. Student representatives (as defined in Section II C) shall serve as consulting members of the committee. These students will be asked to provide an evaluation in either written or oral form of the writings and public appearances of all candidates considered by the Search Committee, but may not under present University rules have access to confidential material (placement files, letters of recommendation, etc.). Other students may provide written evaluations to the search committee as well.
- B. Joint Appointments (0% in appointment in AIS). Faculty requesting a joint appointment should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans, as well as a CV. Requests for joint appointments will be considered in terms of the relevance of the individual's research



and teaching to the Department, as well as the programmatic needs and long-term goals of the Department.

1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Joint appointments shall have full voting rights in all departmental business including personnel actions.
  3. The AIS department does not conduct personnel reviews of these faculty members. However, a letter of support may be submitted on behalf of the AIS department to the another campus department or departments conducting a personnel review.
- C. Split Appointments (Greater than 0% appointment in AIS). Faculty requesting a greater than 0% appointment in American Indian Studies, or current split appointees seeking an increase or decrease in the percentage of their appointment held by the Department, should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans. A CV and copies of pertinent teaching evaluations should accompany the request.
1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Split appointments shall have full voting rights in all departmental business including personnel matters.
  3. Where American Indian Studies is not the primary appointment (or majority) department, a full, independent review will still occur for personnel actions. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
- D. Merit Cases – within rank increases in step and salary. The Ad Hoc Personnel Committee will handle this activity as necessary when there are merit cases in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.

5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.
- E. Promotion Personnel Review - There will be no personnel actions or votes conducted for joint appointees that have requested and received an approved joint appointment waiver from the Department as specified in Academic Personnel Appendix 15: Joint and Split Appointments. The Ad Hoc Personnel Committee will handle this activity as necessary when there are Promotion Personnel Reviews in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.



## **Appendix E: Peer AIS programs and departments**

Name of College/University	Type of Institution	Name of Program
UC Berkeley	UC	Indigenous and Native Education (INC) Recruitment and Retention Center, formerly known as Native American Recruitment and Retention Center (NARRC)
UC Davis	UC	The American Indian Recruitment and Retention (AIRR) program of the Student Recruitment and Retention Center (SRRC)
UC Irvine	UC	UCI Native American Resource Guide
UCLA UC Merced	UC UC	American Indian Recruitment (AIR) N/A
UC Riverside	UC	NASP – Native American Student Program
UC San Diego UC San Francisco	UC UC	Intertribal Resource Center N/A

UC Santa Barbara	UC	UC Santa Barbara American Indian Community Brochure
UC Santa Cruz	UC	American Indian Resource Center
CSU Bakersfield	CSU	N/A
CSU Channel Islands	CSU	N/A
CSU Chico	CSU	Native American Resources: Office of Diversity and Inclusion
CSU Dominguez Hills	CSU	American Indian Institute
CSU East Bay	CSU	N/A
CSU Fresno	CSU	Native American Initiative

CSU Fullerton	CSU	A Resolution for Native American Recruitment, Retention and Support by the Associated Students
CSU Humboldt	CSU	Indian Tribal Education and Personnel Program (ITEPP)
(Humboldt cont'd)		Education Opportunity Program (EOP) and Native American Support Program
CSU Long Beach	CSU	N/A
CSU Los Angeles	CSU	N/A
CSU Maritime Academy	CSU	N/A
CSU Monterey Bay	CSU	N/A
CSU Northridge	CSU	American Indian Student Association

CSU Pomona	CSU	Native American Student Center
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CSU Sacramento	CSU	Native Scholars & Transition Program
CSU San Bernardino	CSU	N/A

CSU San Diego	CSU	American Indian Recruitment (AIR) Program
CSU San Francisco	CSU	N/A
CSU San José	CSU	N/A
CSU San Luis Obispo	CSU	

CSU San Marcos	CSU	Tribal Engagement Initiative
CSU Sonoma	CSU	N/A
CSU Stanislaus	CSU	N/A

Pitzer College	Private	Native Youth to College Program
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Mendocino College	Private	Native American Student Resources Center
Sacramento City College	Public	Native American Student Development and Success

Recruitment Efforts	Retention Efforts	Nature of Organization? (e.g., student organization or university program?)
<p>collaborative events with organizations such as the Native American Health Center, Intertribal Friendship House, and the American Indian Child Resource Center</p>	<p>Establishing a support system at Cal by providing safe spaces on campus as well as collaborating with other on-campus organizations</p>	<p>Student organization with staff members</p>
<p>Rancheria and Reservation Outreach Trips, Community Centers Outreach, Tutoring, and Annual Native Youth Conference</p>	<p>Native Welcome Orientation, Day of Indigenous Resistance, Native Leadership Retreat, Native Film Festival, Workshops</p>	<p>Student-led recruitment and retention efforts with a faculty director</p>
<p>Native American Resource Guide and Land Acknowledgement</p>	<p>Natie American Student Organizations, academic programs</p>	<p>Student organizations</p>
<p>Student outreach, Weekly Sites, Higher Education Awareness, and Community College</p>	<p>N/A</p>	<p>Student initiated, student run project sponsored by the American Indian Student Association</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>N/A</p>	<p>A "circle of support dedicated to academic, social, and personal success of Native American students"</p>	<p>UCR is the first University of California campus to open an office focused on serving American Indian students, and remains only one of a few in the system</p>
<p>Building partnerships with local Native communities and education programs</p>	<p>N/A</p>	<p>One of six Campus Community Resource Centers serving the UC San Diego campus</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Welcome from the Chumash Community, American Indian and Indigenous Studies Minor, STANDS (Students Taking Action for Native Dreams of Success), now in its fourth year, is a day-long outreach conference hosted by UCSB American Indian student leaders	American Indian Cultural Resource Center	Student-run outreach, admissions brochure, and academic programs
Scholarships and academic programs	American Indian Resource Center, cultural events, and academic programs	University program with student internships available
N/A	N/A	N/A
N/A	N/A	N/A
N/A	Student organizations	Student organizations and fraternities/sororities
Community Partnerships	Student organizations and community events	University program
N/A	N/A	N/A
Native American Youth Conference, community partnerships	Develop and maintain support networks within the university and the Native American community, community events	University Program through the Office of Student Affairs



ASI strongly recommends that the Division of Student Affairs by Spring 2020 create a strategic enrollment management model, which will maximize the University's resources in yield efforts towards the recruitment, inclusion, and retention of Native American students, ASI urges more aggressive recruitment of Native American Students through the creation of programs within the Office of Outreach, Recruitment and Orientation to engage with local tribal nations, boarding schools, community colleges and high schools with high Native American Enrollment

Recognizing the cultural spaces inhabited by the Inter-Tribal Student Council and MEChA within McCarthy Hall as a foundational piece of history to CSU Fullerton

Student government initiated the Resolution

N/A

Academic programs, professional development, job placement, and community events

Academic programs

EOP was created to increase access and improve retention of low-income and historically underrepresented students in higher education. The program provides admissions, academic and financial assistance to eligible California residents.

Humboldt State offers extensive personal support, mentoring and tutoring for Native students.

California's Program

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

Support groups and up to date open forums to consider contemporary concerns of all First Peoples

Student Organization

Hosts tribal groups and organizations and also attend local Native community conferences and educational events to show Cal Poly Pomona offers a home-away-from-home for all Native students	Outreach, recruitment, and retention and graduation of Native American students at Cal Poly Pomona	Student organization with staff members
Supporting and guiding students through the admission process, transitional student support through summer programming, learning community offerings for Native students at both the upper division and lower division levels	cultural programming, college motivation days, college and community resource fairs, program celebrations, and social and student support gatherings	University Program through the Office of Student Affairs
N/A	N/A	N/A
The AIR Program, therefore, offers supplemental educational instruction through tutoring, mentoring, and various activities designed to achieve success within high school and higher education.		University Program (partnership with the Dept. of American Indian Studies)
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
some of the lowest college matriculation rates and highest high school dropout rates in the country.	Participation in the academic setting, involvement in the university community, and social and relational experiences outside of class	University Program
At CSUSM, we have made reversing these numbers a priority and the Tribal Initiative is making progress. As a result,		
N/A	N/A	N/A
N/A	N/A	N/A
The Native Youth to College Program is a college preparatory experience for Native American high school students in 9th-12th grades, designed to motivate them to complete high school.		
N/A		

Assistance with Admission Process	The NAPMP is a peer-to-peer model designed to facilitate the successful transition and retention of prospective and current Native American students.	College Program
Assist with Financial Aid (FAFSA, Fee Waiver, etc.)		
Assistance with Tribal Education Funding and Scholarships		
Native American Student Development and Success staff reach out to our local and surrounding Native communities, high schools, elementary schools, and community events.	N/A	College Program

Location of Recruitment Program (e.g., part of Admissions Department or separate?)	Year Founded	Best Practices
Student organization	N/A	Partnerships, support systems, safe spaces
Separate from admissions	N/A	Annual Native Youth Conference, community events, community outreach
Part of admissions	N/A	Land Acknowledgement, student organizations, academic programs
Student organization	N/A	Student outreach and higher education awareness
N/A	N/A	N/A
Separate from admissions		Support systems (social and academic) 1980
Separate from admissions		Community partnerships and student outreach 2016
N/A	N/A	N/A

Part of admissions	N/A	Outreach conference, academic programs, resource center
Separate from admissions		Scholarships, academic programs, and cultural events
N/A	N/A	N/A
N/A	N/A	N/A
Separate from admissions	N/A	Support systems (social and academic)
Separate from admissions		Community partnerships and student outreach
N/A	N/A	N/A
Separate from admissions (part of student affairs)		Support systems (social and academic), Native American Youth Conference, and community events
		2016

Student organization		Community partnerships and student outreach, safe spaces and cultural spaces
Separate from admissions	N/A	Academic programs, professional development, job placement, and community events
Separate from admissions	N/A	Academic programs, financial assistance, mentoring, and tutoring
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Student organization		Support systems (social and academic)

Separate from admissions	N/A	Community partnerships, community events, and support systems
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Separate from admissions (part of student affairs)	N/A	Academic support, cultural programming, social support systems, college awareness
N/A	N/A	N/A

Partnership with Dept. of American Indian Studies	N/A	Tutoring, mentoring, college awareness
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Part of admissions		Partnerships, Native Advisory Council, Land Acknowledgement, American Indian Studies department
N/A	N/A	N/A
N/A	N/A	N/A

Separate from admissions

N/A

N/A

Separate from admissions

N/A

Land Acknowledgement, Annual  
Events, Partnerships (American  
Indian Summer Institute),  
Student support network



Link

<https://callink.berkeley.edu/organization/nativeamericanrrc>

<https://srrc.ucdavis.edu/airr-american-indian-recruitment-retention>  
<https://www.admissions.uci.edu/pdf/2018-publications/2018-native-guide.pdf>

<https://escholarship.org/uc/item/7df2k8zt>

N/A

<https://nasp.ucr.edu/>

<https://itrc.ucsd.edu/>

N/A

<https://admissions.sa.ucsb.edu/docs/default-source/PDFs/american-indian-resource-guide.pdf?sfvrsn=4>

<https://airc.ucsc.edu/index.html>

N/A

N/A

<https://www.csuchico.edu/diversity/resources/guides/native-american/index.shtml>

<https://www.csudh.edu/slice/aai/>

N/A

<http://fresnostate.edu/studentaffairs/outreach/airri/>

<https://asi.fullerton.edu/wp-content/uploads/A-Resolution-For-Native-American-Recruitment-Retention-and-Support.pdf>

<http://www.humboldt.edu/nativeprograms/>

<http://www.humboldt.edu/nativeprograms/>

N/A

N/A

N/A

N/A

<https://www.csun.edu/humanities/american-indian-studies/american-indian-student-association>

<https://www.cpp.edu/~oslcc/native-american-student-center/index.shtml>

<https://www.csus.edu/student-affairs/retention-academic-success/native-scholars-transition-program.html>

N/A

<http://airprograms.org/Students.html>

N/A

N/A

N/A

<https://www.csusm.edu/tribal/index.html>

N/A

N/A

<https://nativeyouth2college.org/>

<https://www.mendocino.edu/student-services/native-american-outreach>

<https://www.scc.losrios.edu/equity/native-american-student-development-and-success/>

## **Appendix F: Course and enrollment data**

**AM IND course enrollment**  
**Primary sections only**

	Sum of enrollment_wk3
<b>2010-11</b>	<b>298</b>
<b>10F</b>	<b>160</b>
AM IND 0010 M - AMERICN INDIAN STDS	85
AM IND 0120 C - WRKNG-TRIBAL COMMITY	20
AM IND 0130 C - CAL INDIAN STRATGYS	9
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0200C M - CNTMP ISS-AMER INDN	10
AM IND 0202 M - RESEARCH DESIGN	9
AM IND 0220 C - WRKNG-TRIBAL COMMITY	4
AM IND 0228A M - TRIBAL LGL SYS	2
AM IND 0230 C - CAL INDIAN STRATGYS	8
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	4
<b>11W</b>	<b>68</b>
AM IND 0118 M - RETENTION&OUTREACH	1
AM IND 0121 C - WRKNG-TRIBAL COMMITY	16
AM IND 0178 C - CAL-CLTRL RSRC MGMT	12
AM IND 0200A M - ADV HIST-AMRCN INDN	9
AM IND 0200B M - CULT VWS-NATV AMRCN	12
AM IND 0221 C - WRKNG-TRIBAL COMMITY	1
AM IND 0267A M - FED INDIAN LAW II	5
AM IND 0278 C - CAL-CLTRL RSRC MGMT	4
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	3
<b>11S</b>	<b>70</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	15
AM IND 0145 C - INDIGENOUS NATIONS	2
AM IND 0161 M - COMP US INDN SOCTYS	9
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0187 - SPECIAL TOPICS	5
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0201 - TPC-AMRCN INDN STDS	1
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0245 C - INDIGENOUS NATIONS	5
AM IND 0261 - CMPRTV INDGNS SCTYS	1
AM IND 0267B - FED INDIAN LAW II	5
AM IND 0596 - DIRECTED INDIV STDY	10
AM IND 0598 - RSCH&PREP-MA THESIS	8

<b>2011-12</b>	<b>261</b>
<b>11F</b>	<b>174</b>
AM IND 0010 M - AMERICN INDIAN STDS	86
AM IND 0089HC - HONORS CONTRACTS	1
AM IND 0120 C - WRKNG-TRIBAL COMMITY	20
AM IND 0130 C - CAL INDIAN STRATGYS	7
AM IND 0162 M - LANGUAGE ENDANGRMNT	4
AM IND 0170 C - CALIF INDIAN HIST	29
AM IND 0200C M - CNTMP ISS-AMER INDN	4
AM IND 0202 M - RESEARCH DESIGN	3
AM IND 0220 C - WRKNG-TRIBAL COMMITY	2
AM IND 0230 C - CAL INDIAN STRATGYS	1
AM IND 0265 M - FED INDIAN LAW I	2
AM IND 0270 C - CALIF INDIAN HIST	5
AM IND 0272 M - CULTURAL PROP LAW	2
AM IND 0375 - TCHNG APRNTC PRCTCM	2
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	3
<b>12W</b>	<b>43</b>
AM IND 0118 M - RETENTION&OUTREACH	1
AM IND 0121 C - WRKNG-TRIBAL COMMITY	17
AM IND 0178 C - CAL-CLTRL RSRC MGMT	4
AM IND 0200A M - ADV HIST-AMRCN INDN	6
AM IND 0221 C - WRKNG-TRIBAL COMMITY	1
AM IND 0278 C - CAL-CLTRL RSRC MGMT	3
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	5
<b>12S</b>	<b>44</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	14
AM IND 0161 M - COMP US INDN SOCTYS	7
AM IND 0200B M - CULT VWS-NATV AMRCN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	1
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	10
<b>2012-13</b>	<b>229</b>
<b>12F</b>	<b>142</b>
AM IND 0010 M - AMERICN INDIAN STDS	59
AM IND 0120 C - WRKNG-TRIBAL COMMITY	22
AM IND 0145 C - INDIGENOUS NATIONS	17
AM IND 0162 M - LANGUAGE ENDANGRMNT	6
AM IND 0187 - SPECIAL TOPICS	12
AM IND 0200C M - CNTMP ISS-AMER INDN	4
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0202 M - RESEARCH DESIGN	2



AM IND 0220 C - WRKNG-TRIBAL COMMITY	4
AM IND 0228A M - TRIBAL LGL SYS	2
AM IND 0265 M - FED INDIAN LAW I	1
AM IND 0272 M - CULTURAL PROP LAW	3
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	1

### **13W 33**

AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	8
AM IND 0187 - SPECIAL TOPICS	6
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0221 C - WRKNG-TRIBAL COMMITY	2
AM IND 0238A M - TRIBAL LGL DEV CLIN	1
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	2

### **13S 54**

AM IND 0122SLC - WRKNG-TRIBAL COMMITY	5
AM IND 0161 M - COMP US INDN SOCTYS	23
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0200B M - CULT VWS-NATV AMRCN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	1
AM IND 0238B - TRIBAL LGL DEV CLIN	1
AM IND 0261 - CMPRTV INDGNS SCTYS	7
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	7

## **2013-14 337**

### **13F 156**

AM IND 0010 M - AMERICN INDIAN STDS	66
AM IND 0019 - FIAT LUX FRSHMN SEM	11
AM IND 0120 C - WRKNG-TRIBAL COMMITY	25
AM IND 0130 C - CAL INDIAN STRATGYS	14
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0198B - HONORS RESEARCH	1
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0200C M - CNTMP ISS-AMER INDN	8
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0220 C - WRKNG-TRIBAL COMMITY	5
AM IND 0230 C - CAL INDIAN STRATGYS	4
AM IND 0265 - FED INDIAN LAW I	2
AM IND 0274 - GOOD NATIVE GVRNNCE	6
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	1

AM IND 0598 - RSCH&PREP-MA THESIS	1
<b>14W</b>	<b>117</b>
AM IND 0010 M - AMERICN INDIAN STDS	65
AM IND 0118 M - RETENTION&OUTREACH	3
AM IND 0121 C - WRKNG-TRIBAL COMMITY	6
AM IND 0187 - SPECIAL TOPICS	18
AM IND 0200B M - CULT VWS-NATV AMRCN	9
AM IND 0200D M - ECON DEVELOPMENT	4
AM IND 0238A - TRIBAL LGL DEV CLIN	1
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	7
AM IND 0598 - RSCH&PREP-MA THESIS	1
<b>14S</b>	<b>64</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	4
AM IND 0161 M - COMP US INDN SOCTYS	27
AM IND 0198C - HONORS RESEARCH	1
AM IND 0199 - DIRECTED RESEARCH	3
AM IND 0199C - CAPSTONE SYNTHESIS	1
AM IND 0200A M - ADV HIST-AMRCN INDN	9
AM IND 0238B - TRIBAL LGL DEV CLIN	1
AM IND 0261 - CMPRTV INDGNS SCTYS	7
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	5
<b>2014-15</b>	<b>346</b>
<b>14F</b>	<b>158</b>
AM IND 0010 M - AMERICN INDIAN STDS	62
AM IND 0120 C - WRKNG-TRIBAL COMMITY	25
AM IND 0145 C - INDIGENOUS NATIONS	14
AM IND 0162 M - LANGUAGE ENDANGRMNT	4
AM IND 0170 C - CALIF INDIAN HIST	28
AM IND 0198C - HONORS RESEARCH	1
AM IND 0200C M - CNTMP ISS-AMER INDN	7
AM IND 0220 C - WRKNG-TRIBAL COMMITY	2
AM IND 0245 C - INDIGENOUS NATIONS	4
AM IND 0270 C - CALIF INDIAN HIST	6
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0598 - RSCH&PREP-MA THESIS	2
<b>15W</b>	<b>115</b>
AM IND 0010 M - AMERICN INDIAN STDS	69
AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	10
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200B M - CULT VWS-NATV AMRCN	10

AM IND 0200D M - ECON DEVELOPMENT	9
AM IND 0221 C - WRKNG-TRIBAL COMMITY	3
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	1
AM IND 0598 - RSCH&PREP-MA THESIS	3

## **15S 73**

AM IND 0122SLC - WRKNG-TRIBAL COMMITY	5
AM IND 0161 M - COMP US INDN SOCTYS	28
AM IND 0187 - SPECIAL TOPICS	21
AM IND 0195CEM - COMPARATIVE INTERN	1
AM IND 0200A M - ADV HIST-AMRCN INDN	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	1
AM IND 0261 - CMPRTV INDGNS SCTYS	4
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	7

## **2015-16 369**

### **15F 165**

AM IND 0010 M - AMERICN INDIAN STDS	59
AM IND 0019 - FIAT LUX FRSHMN SEM	16
AM IND 0120 C - WRKNG-TRIBAL COMMITY	25
AM IND 0130 C - CAL INDIAN STRATGYS	8
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0168 CM - HLTHCARE-AMRC INDN	10
AM IND 0200B M - CULT VWS-NATV AMRCN	11
AM IND 0200C M - CNTMP ISS-AMER INDN	8
AM IND 0220 C - WRKNG-TRIBAL COMMITY	9
AM IND 0230 C - CAL INDIAN STRATGYS	3
AM IND 0268 C - HLTHCARE-AMRC INDN	2
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	4

### **16W 122**

AM IND 0010 M - AMERICN INDIAN STDS	67
AM IND 0099 - STUDENT RSRCH PRGRM	1
AM IND 0118 M - RETENTION&OUTREACH	2
AM IND 0121 C - WRKNG-TRIBAL COMMITY	11
AM IND 0187 - SPECIAL TOPICS	15
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0200D M - ECON DEVELOPMENT	6
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0221 C - WRKNG-TRIBAL COMMITY	4
AM IND 0274 - GOOD NATIVE GVRNNCE	4
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	2

<b>16S</b>	<b>82</b>
AM IND 0099 - STUDENT RSRCH PRGRM	3
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	11
AM IND 0161 M - COMP US INDN SOCTYS	27
AM IND 0187 - SPECIAL TOPICS	10
AM IND 0195 - INTERNSHIP	1
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	8
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	4
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	3

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<b>2016-17</b>	<b>439</b>
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<b>16F</b>	<b>216</b>
AM IND 0010 M - AMERICN INDIAN STDS	124
AM IND 0120 C - WRKNG-TRIBAL COMMITY	27
AM IND 0162 M - LANGUAGE ENDANGRMNT	8
AM IND 0168 CM - HLTHCARE-AMRC INDN	4
AM IND 0187 - SPECIAL TOPICS	26
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0220 C - WRKNG-TRIBAL COMMITY	8
AM IND 0268 C - HLTHCARE-AMRC INDN	4
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	4

<b>17W</b>	<b>167</b>
AM IND 0010 M - AMERICN INDIAN STDS	93
AM IND 0018 M - LEADERSHP&RETENTION	3
AM IND 0118 M - RETENTION&OUTREACH	2
AM IND 0121 C - WRKNG-TRIBAL COMMITY	11
AM IND 0187 - SPECIAL TOPICS	12
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200D M - ECON DEVELOPMENT	8
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0221 C - WRKNG-TRIBAL COMMITY	7
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0272 M - CULTURAL PROP LAW	2
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	9

<b>17S</b>	<b>56</b>
AM IND 0099 - STUDENT RSRCH PRGRM	1
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	12
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199C - CAPSTONE SYNTHESIS	6
AM IND 0200A M - ADV HIST-AMRCN INDN	7
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	6
AM IND 0265B - FED INDIAN LAW I	2
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	12
<b>2017-18</b>	<b>414</b>
<b>17F</b>	<b>192</b>
AM IND 0010 M - AMERICN INDIAN STDS	120
AM IND 0161 M - COMP US INDN SOCTYS	28
AM IND 0200C M - CNTMP ISS-AMER INDN	15
AM IND 0200D M - ECON DEVELOPMENT	8
AM IND 0228A - TRIBAL LGL SYS	1
AM IND 0261 - CMPRTV INDGNS SCTYS	6
AM IND 0265 - FED INDIAN LAW I	1
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	4
<b>18W</b>	<b>160</b>
AM IND 0010 M - AMERICN INDIAN STDS	102
AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	5
AM IND 0200B M - CULT VWS-NATV AMRCN	14
AM IND 0201 - TPC-AMRCN INDN STDS	12
AM IND 0221 C - WRKNG-TRIBAL COMMITY	4
AM IND 0274 - GOOD NATIVE GVRNNCE	3
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	8
<b>18S</b>	<b>62</b>
AM IND 0018 M - LEADERSHP&RETENTION	1
AM IND 0019 - FIAT LUX FRSHMN SEM	6
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0187 - SPECIAL TOPICS	16
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0201 - TPC-AMRCN INDN STDS	5
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	15

<b>2018-19</b>	<b>485</b>
<b>18F</b>	<b>191</b>
AM IND 0010 M - AMERICN INDIAN STDS	150
AM IND 0162 M - LANGUAGE ENDANGRMNT	12
AM IND 0200B M - CULT VWS-NATV AMRCN	19
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	2
<b>19W</b>	<b>229</b>
AM IND 0010 M - AMERICN INDIAN STDS	151
AM IND 0019 - FIAT LUX FRSHMN SEM	18
AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	16
AM IND 0187A M - TPCS:AM IND&GEND ST	10
AM IND 0200A M - ADV HIST-AMRCN INDN	6
AM IND 0201 - TPC-AMRCN INDN STDS	5
AM IND 0221 C - WRKNG-TRIBAL COMMITY	3
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	7
<b>19S</b>	<b>65</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	8
AM IND 0161 M - COMP US INDN SOCTYS	20
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200C M - CNTMP ISS-AMER INDN	9
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	6
AM IND 0261 - CMPRTV INDGNS SCTYS	1
AM IND 0265B - FED INDIAN LAW I	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	12
<b>2019-20</b>	<b>496</b>
<b>19F</b>	<b>195</b>
AM IND 0010 M - AMERICN INDIAN STDS	164
AM IND 0202 - KEY THEORY&CONCEPTS	14
AM IND 0238A - TRIBAL LGL DEV CLIN	1
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	5
<b>20W</b>	<b>223</b>
AM IND 0010 M - AMERICN INDIAN STDS	146
AM IND 0019 - FIAT LUX FRSHMN SEM	20

AM IND 0121 C - WRKNG-TRIBAL COMMTY	6
AM IND 0187A M - TPCS:AM IND&GEND ST	6
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0201 - AMER IND & INDIG ST	3
AM IND 0208 M - NAT AMER LANG&INDIG	8
AM IND 0221 C - WRKNG-TRIBAL COMMTY	9
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	9
<b>20S</b>	<b>78</b>
AM IND 0019 - FIAT LUX FRSHMN SEM	11
AM IND 0122SLC - WRKNG-TRIBAL COMMTY	7
AM IND 0161 M - COMP US INDN SOCTYS	8
AM IND 0162 M - LANGUAGE ENDANGRMNT	7
AM IND 0187 - SPECIAL TOPICS	7
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMTY	6
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0265B - FED INDIAN LAW I	1
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	15

**AM IND course enrollment**  
**Primary sections only**

year	term	course	enrollment_wk3
2010-11	10F	AM IND 001	85
2010-11	10F	AM IND 011	20
2010-11	10F	AM IND 013	9
2010-11	10F	AM IND 019	1
2010-11	10F	AM IND 020	10
2010-11	10F	AM IND 020	9
2010-11	10F	AM IND 021	4
2010-11	10F	AM IND 021	2
2010-11	10F	AM IND 023	8
2010-11	10F	AM IND 026	2
2010-11	10F	AM IND 031	2
2010-11	10F	AM IND 059	4
2010-11	10F	AM IND 059	4
2010-11	11S	AM IND 011	15
2010-11	11S	AM IND 014	2
2010-11	11S	AM IND 016	9
2010-11	11S	AM IND 016	5
2010-11	11S	AM IND 018	5
2010-11	11S	AM IND 019	1
2010-11	11S	AM IND 019	1
2010-11	11S	AM IND 020	1
2010-11	11S	AM IND 021	2
2010-11	11S	AM IND 024	5
2010-11	11S	AM IND 026	1
2010-11	11S	AM IND 026	5
2010-11	11S	AM IND 059	10
2010-11	11S	AM IND 059	8
2010-11	11W	AM IND 011	1
2010-11	11W	AM IND 011	16
2010-11	11W	AM IND 011	12
2010-11	11W	AM IND 020	9
2010-11	11W	AM IND 020	12
2010-11	11W	AM IND 021	1
2010-11	11W	AM IND 026	5
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2010-11	11W	AM IND 059	3
2011-12	11F	AM IND 001	86
2011-12	11F	AM IND 008	1
2011-12	11F	AM IND 011	20
2011-12	11F	AM IND 013	7
2011-12	11F	AM IND 016	4
2011-12	11F	AM IND 011	29
2011-12	11F	AM IND 020	4



2011-12	11F	AM IND 020	3
2011-12	11F	AM IND 021	2
2011-12	11F	AM IND 022	1
2011-12	11F	AM IND 023	2
2011-12	11F	AM IND 024	5
2011-12	11F	AM IND 025	2
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2011-12	11F	AM IND 051	3
2011-12	12S	AM IND 010	14
2011-12	12S	AM IND 011	7
2011-12	12S	AM IND 020	5
2011-12	12S	AM IND 021	1
2011-12	12S	AM IND 022	2
2011-12	12S	AM IND 050	5
2011-12	12S	AM IND 051	10
2011-12	12W	AM IND 010	1
2011-12	12W	AM IND 011	17
2011-12	12W	AM IND 012	4
2011-12	12W	AM IND 020	6
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2011-12	12W	AM IND 051	5
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2012-13	13S	AM IND 021	1
2012-13	13S	AM IND 022	1
2012-13	13S	AM IND 023	7
2012-13	13S	AM IND 050	3

2012-13	13S	AM IND 059	7
2012-13	13W	AM IND 017	4
2012-13	13W	AM IND 017	8
2012-13	13W	AM IND 018	6
2012-13	13W	AM IND 019	1
2012-13	13W	AM IND 020	5
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2013-14	13F	AM IND 027	5
2013-14	13F	AM IND 028	4
2013-14	13F	AM IND 029	2
2013-14	13F	AM IND 027	6
2013-14	13F	AM IND 037	3
2013-14	13F	AM IND 059	1
2013-14	13F	AM IND 059	1
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2013-14	14S	AM IND 019	1
2013-14	14S	AM IND 019	3
2013-14	14S	AM IND 019	1
2013-14	14S	AM IND 020	9
2013-14	14S	AM IND 028	1
2013-14	14S	AM IND 029	7
2013-14	14S	AM IND 059	6
2013-14	14S	AM IND 059	5
2013-14	14W	AM IND 007	65
2013-14	14W	AM IND 017	3
2013-14	14W	AM IND 017	6
2013-14	14W	AM IND 018	18
2013-14	14W	AM IND 020	9
2013-14	14W	AM IND 020	4
2013-14	14W	AM IND 028	1
2013-14	14W	AM IND 037	3
2013-14	14W	AM IND 059	7
2013-14	14W	AM IND 059	1
2014-15	14F	AM IND 007	62
2014-15	14F	AM IND 017	25

2014-15	14F	AM IND 014	14
2014-15	14F	AM IND 016	4
2014-15	14F	AM IND 017	28
2014-15	14F	AM IND 019	1
2014-15	14F	AM IND 020	7
2014-15	14F	AM IND 022	2
2014-15	14F	AM IND 024	4
2014-15	14F	AM IND 027	6
2014-15	14F	AM IND 037	3
2014-15	14F	AM IND 059	2
2014-15	15S	AM IND 012	5
2014-15	15S	AM IND 016	28
2014-15	15S	AM IND 018	21
2014-15	15S	AM IND 019	1
2014-15	15S	AM IND 020	4
2014-15	15S	AM IND 022	1
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2014-15	15W	AM IND 020	10
2014-15	15W	AM IND 020	9
2014-15	15W	AM IND 022	3
2014-15	15W	AM IND 037	3
2014-15	15W	AM IND 059	1
2014-15	15W	AM IND 059	3
2015-16	15F	AM IND 002	59
2015-16	15F	AM IND 002	16
2015-16	15F	AM IND 012	25
2015-16	15F	AM IND 013	8
2015-16	15F	AM IND 016	5
2015-16	15F	AM IND 016	10
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2015-16	15F	AM IND 023	3
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2015-16	15F	AM IND 059	2
2015-16	15F	AM IND 059	4
2015-16	16S	AM IND 009	3
2015-16	16S	AM IND 012	11
2015-16	16S	AM IND 016	27
2015-16	16S	AM IND 018	10

2015-16	16S	AM IND 019	1
2015-16	16S	AM IND 019	1
2015-16	16S	AM IND 019	2
2015-16	16S	AM IND 019	2
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2015-16	16W	AM IND 059	4
2015-16	16W	AM IND 059	2
2016-17	16F	AM IND 001	124
2016-17	16F	AM IND 012	27
2016-17	16F	AM IND 016	8
2016-17	16F	AM IND 016	4
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2016-17	16F	AM IND 019	2
2016-17	16F	AM IND 020	2
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2016-17	17S	AM IND 026	2
2016-17	17S	AM IND 059	5
2016-17	17S	AM IND 059	12
2016-17	17W	AM IND 001	93
2016-17	17W	AM IND 001	3
2016-17	17W	AM IND 011	2

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2016-17	17W	AM IND 01:	12
2016-17	17W	AM IND 01:	2
2016-17	17W	AM IND 02:	8
2016-17	17W	AM IND 02:	4
2016-17	17W	AM IND 02:	7
2016-17	17W	AM IND 02:	2
2016-17	17W	AM IND 02:	2
2016-17	17W	AM IND 03:	4
2016-17	17W	AM IND 05:	8
2016-17	17W	AM IND 05:	9
2017-18	17F	AM IND 00:	120
2017-18	17F	AM IND 01:	28
2017-18	17F	AM IND 02:	15
2017-18	17F	AM IND 02:	8
2017-18	17F	AM IND 02:	1
2017-18	17F	AM IND 02:	6
2017-18	17F	AM IND 02:	1
2017-18	17F	AM IND 03:	4
2017-18	17F	AM IND 05:	5
2017-18	17F	AM IND 05:	4
2017-18	18S	AM IND 00:	1
2017-18	18S	AM IND 00:	6
2017-18	18S	AM IND 01:	2
2017-18	18S	AM IND 01:	16
2017-18	18S	AM IND 01:	2
2017-18	18S	AM IND 02:	5
2017-18	18S	AM IND 02:	5
2017-18	18S	AM IND 02:	2
2017-18	18S	AM IND 05:	8
2017-18	18S	AM IND 05:	15
2017-18	18W	AM IND 00:	102
2017-18	18W	AM IND 01:	4
2017-18	18W	AM IND 01:	5
2017-18	18W	AM IND 02:	14
2017-18	18W	AM IND 02:	12
2017-18	18W	AM IND 02:	4
2017-18	18W	AM IND 02:	3
2017-18	18W	AM IND 03:	4
2017-18	18W	AM IND 05:	4
2017-18	18W	AM IND 05:	8
2018-19	18F	AM IND 00:	150
2018-19	18F	AM IND 01:	12
2018-19	18F	AM IND 02:	19
2018-19	18F	AM IND 03:	5
2018-19	18F	AM IND 05:	3
2018-19	18F	AM IND 05:	2
2018-19	19S	AM IND 01:	8

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2018-19	19S	AM IND 019	1
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2018-19	19S	AM IND 020	9
2018-19	19S	AM IND 022	6
2018-19	19S	AM IND 026	1
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2018-19	19S	AM IND 059	4
2018-19	19S	AM IND 059	12
2018-19	19W	AM IND 002	151
2018-19	19W	AM IND 002	18
2018-19	19W	AM IND 012	4
2018-19	19W	AM IND 012	16
2018-19	19W	AM IND 018	10
2018-19	19W	AM IND 020	6
2018-19	19W	AM IND 020	5
2018-19	19W	AM IND 022	3
2018-19	19W	AM IND 026	2
2018-19	19W	AM IND 032	5
2018-19	19W	AM IND 059	2
2018-19	19W	AM IND 059	7
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2019-20	19F	AM IND 020	14
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2019-20	20S	AM IND 018	7
2019-20	20S	AM IND 019	1
2019-20	20S	AM IND 019	2
2019-20	20S	AM IND 020	5
2019-20	20S	AM IND 022	6
2019-20	20S	AM IND 026	2
2019-20	20S	AM IND 026	1
2019-20	20S	AM IND 059	6
2019-20	20S	AM IND 059	15
2019-20	20W	AM IND 002	146
2019-20	20W	AM IND 002	20
2019-20	20W	AM IND 012	6
2019-20	20W	AM IND 018	6
2019-20	20W	AM IND 019	1
2019-20	20W	AM IND 020	3
2019-20	20W	AM IND 020	8
2019-20	20W	AM IND 022	9

2019-20	20W	AM IND 026	2
2019-20	20W	AM IND 037	5
2019-20	20W	AM IND 059	8
2019-20	20W	AM IND 059	9

## **Appendix G: Alumni data**



Row	Constituent Loc	First Name	Last Name	Primary Constituency	Gender
1	0091625004	Lambert	Yazzie	Alumnus	Male
2	0091881365	Jennifer	Menendez	Alumnus	Female
3	0092713803	Pauline	Alvarez	Alumnus	Female
4	0065449770	Zoila	Cruz	Alumnus	Female
5	0092731139	Kristen	Martinez	Alumnus	Female
6	0091384793	Kazushi	Yabe	Alumnus	Male
7	0066563046	Daniele	Boelli	Alumnus	Male
8	0063619644	Lee	Storey	Alumnus	Female
9	0091811982	Gabriel	Pimentel	Alumnus	Male
10	0091499099	Aubree	Kendall	Alumnus	Female
11	0001954371	Nobuko	Aikawa	Alumnus	Female
12	0066211756	Jay	Shapiro	Alumnus	Male
13	0091813285	Kari	Lewis	Alumnus	Female
14	0091690537	Joshua	Frank	Alumnus	Male
15	0091825588	Caroline	Schwarcz	Alumnus	Female
16	0092729224	Raelene	Leos	Alumnus	Female
17	0020255028	Christopher	Roldan	Alumnus	Male
18	0091913594	David	Streamer	Alumnus	Male
19	0091440619	Amy	Simmons	Alumnus	Female
20	0091404227	David	Kamper	Alumnus	Male
21	0066412655	Karen	Wallace	Alumnus	Female
22	0091804416	Gabriel	Montoya	Alumnus	Male
23	0091915193	Alexandra	Mojado	Alumnus	Female
24	0066374740	G. L.	Worthington	Alumnus	Female
25	0091634712	Eli	Raine	Alumnus	Male
26	0091771033	Elizabeth	Fasthorse	Alumnus	Female
27	0066487977	Cynthia	Chavez Lamar	Alumnus	Female
28	0064183979	Carolyn	Dunn	Alumnus	Female
29	0091736452	Caroline	Mayhew	Alumnus	Female
30	0091795636	Cheryl	Mattucci	Alumnus	Female
31	0091968434	Abraham	Hardaway	Alumnus	Male
32	0092725823	Anmarie	Mendoza	Alumnus	Female
33	0091699315	Raymond	Naylor-Hunter	Alumnus	Male
34	0092656391	Damien	Montano	Alumnus	Male
35	0092713601	Megan	Baker	Alumnus	Female
36	0091699427	Eva	Thomas	Alumnus	Female
37	0066498554	Lisa	Wiley	Alumnus	Female
38	0091409296	Stacey	Heiser	Alumnus	Male
39	0091826062	Patrick	Naranjo	Alumnus	Male
40	0091482335	Carla	Olson	Alumnus	Female
41	0091717863	Heather	Torres	Alumnus	Female
42	0091749423	Christopher	Hodge	Alumnus	Male
43	0064186468	Alfred	Robinson	Alumnus	Male
44	0091699047	Nicole	Johnson	Alumnus	Female
45	0065565162	Norma	Joseph	Alumnus	Female
46	0091610770	Carrie	Martell	Alumnus	Female
47	0091808033	Pamela	Peters	Alumnus	Female

48	0066396138	Michael	Mc Laughlin	Alumnus	Male
49	0091917783	Kimia	Fatehi	Alumnus	Female
50	0091418409	Catherine	Bueno	Alumnus	Female
51	0064187145	Azul	Terronez	Alumnus	Male
52	0091931726	Vikram	Sharma	Alumnus	Male
53	0091795506	Jacquelyn	Teran	Alumnus	Female
54	0091751018	Christie	Poitra	Alumnus	Female
55	0091957865	Vanessa	Macadamia	Alumnus	Female
56	0092712837	Kelly	Stewart	Alumnus	Female
57	0091409824	Heather	Singleton	Alumnus	Female
58	0091654294	Matthew	De Lira	Alumnus	Male
59	0063614934	Allison	Davis	Alumnus	Female
60	0091446234	Rebecca	Thorp	Alumnus	Female
61	0092674580	Denise	Morales	Alumnus	Female
62	0020549293	Alexandra	Harris	Alumnus	Female
63	0091656781	Leticia	Miranda	Alumnus	Female
64	0091408951	Natchee	Barnd	Alumnus	Male
65	0091959371	Micah	Kamoe	Alumnus	Male
66	0092659605	Minda	Streamer	Alumnus	Female
67	0091532743	Dianna	Burbank	Alumnus	Female
68	0066366152	Lavinia	Gammon	Alumnus	Female
69	0091762930	Kenny	Ramos	Alumnus	Male
70	0091569857	Michael	Osborne	Alumnus	Male
71	0066389501	Jillian	Berkland	Alumnus	Female
72	0091689128	Steven	Medof	Alumnus	Male
73	0091910254	Allysea	Carver	Alumnus	Female
74	0091637068	Kimberly	Robertson	Alumnus	Female
75	0063816609	Michele	Skvarla	Alumnus	Female
76	0091658361	David	Montoya	Alumnus	Male
77	0091913302	Larissa	Martinez	Alumnus	Female
78	0064121484	Barbara	Buttes	Alumnus	Female
79	0091812066	Nicole	Talamantes	Alumnus	Female
80	0091743262	Lance	Kelley	Alumnus	Male
81	0091657370	Eduardo	Aguilar	Alumnus	Male
82	0091513134	Theresa	Ambo	Alumnus	Female
83	0091749915	Morrigan	Shaw	Alumnus	Female
84	0066503762	Carol	Buswell	Alumnus	Female
85	0091491794	Mark	Vezzola	Alumnus	Male
86	0001510984	Blanca	Jensen	Alumnus	Female
87	0091409831	Brenda	Smith	Alumnus	Female
88	0066407251	Paul	Apodaca	Alumnus	Male
89	0066390223	Paola	Carini	Alumnus	Female
90	0065566401	Lorenzo	Baca	Alumnus	Male
91	0091439682	Dorene	Red Cloud	Alumnus	Female
92	0091578160	Michele	Hannah	Alumnus	Female
93	0091623341	Randolph	Roque	Alumnus	Male
94	0091460409	Alicia	Moretti	Alumnus	Female
95	0091624879	William	Wood	Alumnus	Male

96	0091623993	Erik	Stegman	Alumnus	Male
97	0091543615	Timothy	Petete	Alumnus	Male
98	0091618149	Cheryl	Bennett	Alumnus	Female
99	0091508968	Christopher	Duro	Alumnus	Male
100	0091410030	Patricia	Young	Alumnus	Female
101	0091735380	Michael	Cavanaugh	Alumnus	Male
102	0091501110	Karalee	Vaughn	Alumnus	Female
103	0091405681	Rebecca	Hernandez	Alumnus	Female
104	0091536927	Lucius	Martin	Alumnus	Male
105	0092815954	Patrick	Burt	Alumnus	Male
106	0091872110	Ryan Joseph	Rhadigan	Alumnus	Male
107	0020637893	Angela	Mullis	Alumnus	Female
108	0092667716	Stephen	Pilcher	Alumnus	Male
109	0092687106	Curtis	Hall	Alumnus	Male
110	0000319284	Troy	Johnson	Alumnus	Male
111	0092815695	Sina	Bear Eagle	Alumnus	Female
112	0091776656	Randall	Vasquez	Alumnus	Male
113	0000377924	George	Patterson	Alumnus	Male
114	0091416406	Padraic	McCoy	Alumnus	Male
115	0092855073	Tina	Charley	Alumnus	Female
116	0091451544	Benjamin	Perez	Alumnus	Male
117	0091464315	Crystal	Roberts	Alumnus	Female
118	0091774477	Tazbah	Chavez	Alumnus	Female
119	0092855064	Littledove	Rey	Alumnus	Female
120	0091384995	Jun	Kamata	Alumnus	Male
121	0091908831	Iris	Colburn	Alumnus	Female
122	0091812532	Edna	Yokum	Alumnus	Female
123	0065558526	David	Smith	Alumnus	Male
124	0066398449	Amy	Rouillard	Alumnus	Female
125	0020562357	Rosemary	Flores	Alumnus	Female
126	0091731507	Michael	Sutter	Alumnus	Male
127	0092679363	Melissa	Solway	Alumnus	Female
128	0091416286	Stephanie	Steinbach	Alumnus	Female
129	0064339696	Joseph	Nelson	Alumnus	Male
130	0000219560	James	Riding In	Alumnus	Male
131	0020133687	Stephanie	Fitzgerald	Alumnus	Female
132	0091829401	Caitlin	Kelii	Alumnus	Female
133	0091693567	Monica	Isaac	Alumnus	Female
134	0091697191	Jessica	O'Neill	Alumnus	Female
135	0066415910	Derek	Milne	Alumnus	Male
136	0092658558	Temryss	Lane	Alumnus	Female
137	0091838045	Meredith	Duarte	Alumnus	Female
138	0092668396	Natalia	Toscano	Alumnus	Female
139	0064046360	Fran	Krystock	Alumnus	Female
140	0091728070	Caleb	Dunlap	Alumnus	Male
141	0091956065	Dani	Hayward	Alumnus	Female
142	0091409963	Amy	Ware	Alumnus	Female
143	0092668622	Gustavo	Garcia	Alumnus	Male

144	0091957123	Cesar	Barreras	Alumnus	Male
145	0092843405	Kristian	Vasquez	Alumnus	Male
146	0091451531	Yoriko	Ogawa	Alumnus	Female
147	0091417289	Lyndsey	Wells-Devitis	Alumnus	Female
148	0091890536	Arturo	Tisnado	Alumnus	Male
149	0091628872	Marie	Julienne	Alumnus	Female
150	0092883780	Kylie	Gemmell	Alumnus	Female
151	0091777039	Jason	Taksony Hewitt	Alumnus	Male
152	0064130018	Cecil	Leighton	Alumnus	Male
153	0091568851	Katherine	Dias	Alumnus	Female
154	0091813608	Leah	Shearer	Alumnus	Female
155	0091736155	Alisa	Lee	Alumnus	Female
156	0091616641	Addie	Rolnick	Alumnus	Female
157	0066488583	Susan	Croteau	Alumnus	Female
158	0091622898	David	Petrush	Alumnus	Male
159	0064121723	Donald	Harvey	Alumnus	Male
160	0092666891	Aaron	Wilson	Alumnus	Male
161	0092669376	Haley	Jackson	Alumnus	Female
162	0091958730	Selena	Crowley	Alumnus	Female
163	0091697973	Theresa	Rocha	Alumnus	Female
164	0091538754	Eric	Sanchez	Alumnus	Male
165	0091634498	Barbara	Jones	Alumnus	Female
166	0092815833	Shalene	Joseph	Alumnus	Female
167	0091493745	Vincent	Whipple	Alumnus	Male
168	0091618457	David	Campio	Alumnus	Male
169	0091917264	Chantal Rachel	Walker	Alumnus	Female
170	0091559850	Virginia	Myers	Alumnus	Female
171	0091749291	Cheryl	Ellenwood	Alumnus	Female
172	0064161458	Amanda	Lomayesva	Alumnus	Female
173	0091915358	Khadeejah	Gray	Alumnus	Female
174	0065615741	Barbara	Bullock	Alumnus	Female
175	0000059894	Margaret	Archuleta	Alumnus	Female
176	0091959664	Taylor	Wray	Alumnus	Female
177	0091619008	Simone	Costales	Alumnus	Female
178	0091825660	Sonja	Dobroski	Alumnus	Female
179	0091825643	Peter	Dubois	Alumnus	Male
180	0066382544	Jeanette	Kilis	Alumnus	Female
181	0091768436	Allison	Fischer-Olson	Alumnus	Female
182	0066506251	Timothy	Ramos	Alumnus	Male
183	0091384211	Amelia	Katanski	Alumnus	Female
184	0091931959	Raul	Martinez	Alumnus	Male
185	0091959146	Rachel	Hill	Alumnus	Female
186	0091751557	Lindsey	Fletcher	Alumnus	Female
187	0020336325	Christopher	Everett	Alumnus	Male
188	0091510702	Jennifer	Leal	Alumnus	Female
189	0092669373	Sedna	Villavicencio P	Alumnus	Female
190	0091429544	Ralph	De Unamuno	Alumnus	Male

## **Appendix G: Alumni Data**

### Sample Graduates and Current Information (MA)

Aaron Taylor M Wilson,  
 Alexandra N Mojado- Graduated ASU Law in Federal Indian Law  
 Alisa Amy Lee, Vice chairman Fort Independence  
 Allison Hana Fischer-Olson, [Archivist and Research Librarian](#) at [Lane County History Museum](#)  
 Anmarie Ramona Mendoza- PHD Urban Planning UCLA  
 Chantal Rachel Walker, PhD UC Davis History  
 Christopher Thomas Roldan,  
 Damien P Montano- Artist, Jewelery Non-Profit TANF/Tataviam  
 David E Streamer, Law Student , University of Arizona  
 Denise Morales, Native American Student Affairs Coordinator, University of Arizona  
[Diego Romero](#), MFA Artist  
 Elizabeth Fasthorse, PHD UCLA Education  
 Elton Naswood, Program Coordinator at [National American Indian Court Judges Association](#)  
 Jacquelyn May Teran, Director of Women's Downtown Shelter  
 Jason Timothy Taksony Hewitt  
 Katie Keliiaa, PhD UC Berkeley, Assistant Professor UCSC  
 Kelly Leah Stewart- PHD Education UCSD  
 Khadeejah Avvirin Gray, PhD USC IN American Studies and Ethnicity, ABD  
 Kimberly Robertson, PHD Gender Studies UCLA, Associate Professor CSULA  
 Kimia Fatehi- Executive Assistant for the Fernandeno Tataviam  
 Kristen Le Amber Martinez- PHD Ethnomusicology UCLA  
 Kylie Nicole Gemmel- UO Women and Gender Studies PHD Program  
 Marcus Bear Eagle, PhD UCLA, Theater  
 Megan Alexandria Baker- UCLA PhD Anthropology  
 Micah K Kamoe, University of Chicago law School, [Associate Attorney](#) at [Perkins Coie LLP](#)  
 Patrick Burt- PhD Arizona State University, School of Historical, Philosophical, and Religious Studies  
 Patrick Naranjo, Director of the American Indian Graduate Program, UC Berkeley  
 Pauline Estela Alvarez- Lecturer at CSUN  
 Rachel E. Hill  
 Ryan Rhadigan, PhD UC Berkeley in Rhetoric, ABD  
 Selena Crowley, working for the tribe Oklahoma  
 Shalene Niltinna Joseph- Project Coordinator at the Native Wellness Institute  
 Sina Rose Bear Eagle- US National Parks Service  
 Taylor Elaine Wray, PhD in American Studies, [University of Hawai'i-Manoa](#)  
 Temryss Maclean Lane, Director, Indian Country Team at Pyramid Communications and Color Analyst at Pac 12 Network  
[Wendy Red Star](#), MFA Artist

Sample Majors (BA) 2019-2014**2019**

Kristian Emiliano Vasquez

**2018**

Cesar Alfredo Barreras  
 Dannielle L Zephier  
 Minda Nara Streamer  
 Michael Oneill Sutter  
 Tina Marie Charley

**2017**

Gustavo Garcia  
 Curtis Samuel Hall  
 Haley Anisa Jackson  
 Vanessa Macadamia  
 Natalia Maria Toscano  
 Stephen Andrew Pilcher

**2016**

Melissa Anne Solway  
 David E Streamer  
 Larissa Martinez

**2015**

Mikaela G Cox  
 Vikram Sharma  
 Lydia Moira Faitalia

**2014**

Arturo Paulo Tisnado

**MINORS****2019**

1. Bianca Vanesa Garcia  
 2. Maritza Geronimo

**2018**

Littledove Faith Rey

**2017**

Rosemary Parra Flores

Dani Shae Hayward  
Raelene Monique Leos  
Jorge Enrique Quiroz Moreno

2016

Iris Dunton Colburn  
Kevin Chester Hale  
Denise Morales  
Sedna Villavicencio Padilla

2015

Allyssea Kay Carver  
Abraham Nathan Lawrence Hardaway  
Raul Anthony Martinez Jr.

2014

Jennifer Ileana Menendez  
Kimia Fatehi  
Brianda Bridget Ulloa  
Patricia Cortez Valdovinos

## **Appendix H: Faculty CVs**



## **Randall K. Q. Akee**

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### **CONTACT INFORMATION**

University of California, Los Angeles  
 Department of Public Policy  
 3250 Public Policy Building  
 Los Angeles, CA 90095  
 rakee@ucla.edu

### **CURRENT POSITION**

Associate Professor, University of California, Los Angeles, Department of Public Policy and American Indian Studies, 2018-current.

Editor, American Indian Culture and Research Journal, University of California, Los Angeles, 2019-current.

### **PRIOR POSITIONS**

Brookings Institution, Economic Studies, Washington, DC, Rubenstein Fellow, 2017-2019.

University of California, Los Angeles, Assistant Professor, Department of Public Policy, 2013-2018.

Tufts University, Assistant Professor, Department of Economics, 2009-2012.

Center for Labor Economics, University of California, Berkeley, Visiting Fellow, September 2011-June 2012.

Center for Global Development, Visiting Fellow, June 2011-September 2011.

Institute for the Study of Labor, Research Associate, Bonn, Germany, 2006-2009

### **EDUCATION**

Harvard University, M.A., 2003, Ph.D. in Political Economy, 2006.

Yale University, M.A. Degree in International and Development Economics, 1996.

Dartmouth College, B.A. in Economics, 1994.

### **AFFILIATIONS**

National Bureau of Economic Research (NBER), Research Associate.  
 Association for Economic Research of Indigenous Peoples.  
 Harvard Project on American Indian Economic Development, Research Fellow.  
 Institute for the Study of Labor (IZA), Research Fellow.  
 California Center for Population Research (CCPR), UCLA, Faculty Affiliate.  
 Center for Effective Global Action (CEGA), UC Berkeley, Faculty Affiliate.

## PUBLICATIONS

“American Indian Reservations and COVID-19: Correlates of Early Infection Rates in the Pandemic.” (with D. Rodriguez-Lonebear, N. E. Barceló, S. R. Carroll) *forthcoming in Journal of Public Health Management and Practice*.

“The Mortality Effects of Reduced Medicaid Coverage among International Migrants in Hawai‘i (2012-2018).” (with T. Halliday, T. Molina, T. Sentell, B. Horiuchi and A. Onaka) *forthcoming in American Journal of Public Health*.

“Gender Ratios on First Nations Reserves in Canada” (with D. Feir) *forthcoming in Canadian Studies in Population*.

“Hispanic and Asian Earnings Inequality and the Role of Labor Market Entrants and Immigrants” (with E. Simeonova, M. Jones and S. Porter) *forthcoming in American Economic Review Papers and Proceedings*.

“Human Capital and Voting Behavior Across Generations: Evidence from an Income Intervention” (with J. Holbein, E. Simeonova, W. Copeland) *forthcoming in American Political Science Review*.

“Land Titles and Dispossession: Allotment on American Indian Reservations” 2019. *Journal of Economics, Race, and Policy*, 1-21.

“Race Matters: Income Shares, Income Inequality, and Income Mobility for All U.S. Races” (with M. Jones and S. Porter), 2019. *Demography*, 56(3), 999-1021.

“Unintended Consequences of China's New Labor Contract Law on Unemployment and Welfare Loss of the Workers” with (Zhao, Liqui and Zhao, Zhong), 2019, *China Economic Review*, 53, 87-105.

“From Gaming to Justice? A Note on the Effect of American Indian Casinos on Tribal Judicial Systems,” (with Dimitrova-Grajzl, V. and Grajzl, P. and Todd, R.) 2019, *Native American and Indigenous Studies*, 6(1), 32-42.

“First People Lost: Determining the State of Status First Nations Mortality in Canada using Administrative Data,” (with D. Feir) 2019, *Canadian Journal of Economics/Revue canadienne d'économie*, 52(2), 490-525.

“Estimating Institutionalization and Homelessness for Status First Nations in Canada: A Method and Implications,” 2018. (with Donna Feir) *International Indigenous Policy Journal*, October, 9(4): Article 2.

“Socioeconomic Outcomes for Indigenous Students attending a High Performing School” 2018. *Journal of American Indian Education*, 57.2: 58-85

“How Does Household Income Affect Child Personality Traits and Behaviors?” 2018. (with E. Simeonova, J. Costello, and B. Copeland) *American Economic Review*, 108(3), 775-827.

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“Critical Junctures and Economic Development—Evidence from the Adoption of Constitutions Among American Indian Nations.” (with Miriam Jorgensen and Uwe Sunde), *Journal of Comparative Economics*, 43:4 (November 2015): 844-861.

“The Indian Gaming Regulatory Act and Its Effects on American Indian Economic Development” (with K. Spilde and J. Taylor), *Journal of Economic Perspectives*, 29:3 (Summer 2015): 185-208.

“Social and Economic Changes on American Indian Reservations in California: an Examination of Twenty Years of Tribal Government Gaming” (with Katherine Spilde and Jonathan Taylor), *UNLV Gaming Research & Review Journal*, 18:2 (2014): 39-64.

“Investigating the Effects of Furloughing Public School Teachers on Juvenile Crime in Hawaii” (with T. Halliday and S. Kwak), *Economics of Education Review*, 42 (October 2014): 1-11.

“Property Institutions and Business Investment on American Indian Reservations” (with M. Jorgensen), *Regional Science and Urban Economics*, 46 (May 2014): 116-125.

“Transnational Tracking, Law Enforcement and Victim Protection: A Middleman Tracker’s Perspective” (with A. Basu, A. Bedi and N. Chau), *Journal of Law and Economics*, 57 (May 2014): 349-386.

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“The Decreasing Effect of Skin-Tone on Women’s Full Time Employment” (with M. Yuksel), *Industrial and Labor Relations Review*, 65:2 (April 2012): 398-426.

“‘Counting Experience’ among the Least Counted: The Role of Cultural and Community Engagement on Educational Outcomes for American Indian, Alaska Native and Native Hawaiian Students” (with T. Yazzie-Mintz), *American Indian Culture and Research Journal*, 35:3 (2011): 119-150.

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“Ethnic Fragmentation, Conflict, Displaced Persons and Human Trafficking: An Empirical Analysis” (with A. Basu, N. Chau, and M. Khamis), in *Frontiers of Economics and Globalization: Migration and Culture*, edited by G.S. Epstein and I. Gang, Volume 8, (Bingley, UK: Emerald Group Publishing Limited, 2010): 691-716.

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“Combating Trafficking in Women and Children: A Review of International and National Legislation, Coordination Failures, and Perverse Economic Incentives” (with A. Basu, A. Bedi, and N. Chau), *Journal of Human Rights and Civil Society*, 2 (Fall 2009):1-24.

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## BOOK CHAPTERS

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## BOOK REVIEW

Hawai’i: Eight Hundred Years of Political and Economic Change. By Sumner La Croix (Chicago, University of Chicago Press, 2019), *forthcoming in Journal of Interdisciplinary History*.

## SUBMITTED OR WORKING PAPERS

“Return Migration and Wage Growth of Immigrants: New Insights using US Administrative Data” (with Margaret Jones)

“Cost Sharing and Medical Utilization in a Vulnerable Population: Evidence from Compact of Free Association.” (with Tim Halliday, Megan Inada, Tetine Sentell, Jill Miyamura)

## RESEARCH IN PROGRESS

“Earnings Inequality for Small Race and Ethnic Groups in the US: Asians and Hispanics” (with Maggie R. Jones, Sonya R. Porter and Emilia Simeonova).

“Foreign vs. Domestic Graduate Degrees: The Impact on Earnings Assimilation and Return Migration for the Foreign Born” (with Margaret Jones)

“Determinants of Earnings Inequality across Race and Ethnic Groups: ‘Last Hired, First Fired’ and the Great Recession” (with Maggie R. Jones).

“Earnings Inequality and Economic Expansion: Evidence from American Indian Reservations” (with Maggie R. Jones, Sonya R. Porter, and Emilia Simeonova).

“Business Dynamics on American Indian Reservations over the Great Recession: Evidence from Longitudinal Datasets,” (with Elton Mykerezi and Richard Todd).

## OTHER PUBLICATIONS,

National Academies of Sciences, Engineering, and Medicine. *A roadmap to reducing child poverty*. National Academies Press. National Academies of Science Commissioned Paper on “Poverty and Disadvantage among Native American Children: How Common Are They and What Has Been Done to Address Them?” (with E. Simeonova), 2019. <https://www.nap.edu/catalog/25246/a-roadmap-to-reducing-child-poverty>

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“Immigrant Earnings and Out-Migration from the United States.” Econofact Brief May 8 2019. (<https://econofact.org/immigrant-earnings-and-out-migration-from-the-united-states>)

“How does measuring poverty and welfare affect American Indian children?” Upfront Blog, March 12, 2019. (<https://www.brookings.edu/blog/up-front/2019/03/12/how-does-measuring-poverty-and-welfare-affect-american-indian-children/>)

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“Family separation policy repeats our dystopian past” Houston Chronicle Op-Ed, September 10, 2018. (<https://www.houstonchronicle.com/opinion/outlook/article/Family-separation-policy-repeats-our-dystopian-13216468.php>)

“Black Americans Suffer the Most Stress From Job Loss” Real Clear Markets Op-Ed, August 21, 2018.

([https://www.realclearmarkets.com/articles/2018/08/21/black\\_americans\\_suffer\\_the\\_most\\_stress\\_from\\_job\\_loss\\_103394.html](https://www.realclearmarkets.com/articles/2018/08/21/black_americans_suffer_the_most_stress_from_job_loss_103394.html))

“Race and Ethnicity Within Widening Income Inequality in the United States.” Econofact Brief. May 2018. (<http://econofact.org/race-and-ethnicity-within-widening-income-inequality-in-the-united-states>)

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## TEACHING AND RESEARCH

American Indian Studies Economic Development, Labor Economics, Development Economics, Immigration, Income and Earnings Inequality by Race and Ethnic Groups

## MEDIA COVERAGE

Luhby, Tami. “Flashback to Great Recession: The President wants to send stimulus checks to Americans.” CNN Website, March 17, 2020.

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Ball, Anneke and Lauren Shamo. “How 3 Native American tribes are fighting to protect sacred land from logging, oil pipelines, and a billion-dollar telescope.” Business Insider, Sep 26, 2019.  
[https://www.businessinsider.com/native-americans-fight-for-environment-and-their-culture-2019-9?fbclid=IwAR2ReVP4gK9E53XtzEhsCJ62-GKNGveszYOZ72\\_kTpjJNCRdrvjomnQr6yA](https://www.businessinsider.com/native-americans-fight-for-environment-and-their-culture-2019-9?fbclid=IwAR2ReVP4gK9E53XtzEhsCJ62-GKNGveszYOZ72_kTpjJNCRdrvjomnQr6yA)

CTV News Channel On-Air Interview on “First People Lost: Determining the State of Status First Nations Mortality in Canada using Administrative Data,” June 4, 2019.

Friesen, Joe. “Mortality rates for First Nations young women and girls may have worsened: study” The Globe and Mail, May 26, 2019.  
[\(https://www.theglobeandmail.com/canada/article-mortality-rates-for-first-nations-young-women-and-girls-may-have/\)](https://www.theglobeandmail.com/canada/article-mortality-rates-for-first-nations-young-women-and-girls-may-have/)

Graham, Jennifer. “Experts: American Family Survey shows family unifies, but Americans differ on path to build family”  
 Deseret News, Nov 30, 2018. <https://www.deseret.com/2018/11/30/20660047/experts-american-family-survey-shows-family-unifies-but-americans-differ-on-path-to-build-family>

Ellison, Charles, Reality Check, WURD Radio, Philadelphia. Radio Interview on Native American voting in 2018 election.

Adams, Phillip, Late Night Live, ABC Radio National, Australia. Radio Interview on Native American voting in 2018 election.  
<https://radio.abc.net.au/programitem/pgE6JRz2Q6?play=true>

## HONORS, GRANTS AND AWARDS

Washington Center for Equitable Growth for “*Business Dynamics on American Indian Reservations – Understanding the Role of the Gaming Industry and Secondary*



*Employment Growth*” (with E. Mykerezi) \$70,000.

National Bureau of Economic Research. Research on “*Native American Health and Health Care*”. Virtual Research Data Center access. NBER Center for Aging and Health Research Grant number: P30AG012810, PI: Anne Case and David Cutler. (with Emilia Simeonova). \$37,200.

Sycuan Institute. “Future of Indian Gaming: 30 Years of Policy and Practice and the Future.” \$40,000.

Robert Wood Johnson Foundation, “Demonstrating the need to disaggregate ethnic and racial data by showing underreported disparities in well-being outcomes” (with Emilia Simeonova) \$199,710.

C. Doris and Toshio Hoshide Distinguished Teaching Prize in Asian American Studies at UCLA, 2016-2017, \$1,000.

UCLA Luskin School of Public Affairs, The Institute on Inequality and Democracy, “Income Inequality and Income Mobility for American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders,” \$10,500. 2016.

## CONSULTING ACTIVITY

National Academies of Science Commissioned Paper on “Reducing Child Poverty—Alaska Native and American Indian Children,” July-October 2017.

International Growth Centre (“IGC”), London School of Economics and Political Science. “Myanmar’s Remittance Economy” Project Number 53405 with D. Kapur. 2016.

US Treasury Department, American Indian Community Development Financial Institutions Research, 2013.

Federal Reserve Bank of Minneapolis – American Indian Reservations and Uniform Commercial Codes. 2010-2012.

## TEACHING EXPERIENCE

AM IND M200D/PUB PLC M270 “Economic Principles and Economic Development in Indigenous Communities,” UCLA American Indian Studies. Winter 2014, 2015, 2016, 2017.

PUB PLC 203 “Microeconomics I,” UCLA Public Policy. Fall 2013, 2014, 2015, 2016.

PUB PLC 290 “Program Evaluation in Developing Countries and American Indian Communities, UCLA American Indian Studies / Public Policy. Fall 2013, Fall 2016.

AM IND 187 Pacific Island Economic Development, UCLA American Indian Studies. Winter 2016.

PUB PLC 290 Migration Policy and Analysis, UCLA Public Policy. Spring 2013, Winter 2016.

## PRESENTATIONS AND SEMINARS

2020. Allied Social Sciences Association, San Diego, CA. Presidential Panel Session “How Can Economics Solve Its Race Problem?”; Panel Session, “Economic Opportunity and the Impact of Race and Place”; Paper Session, Economic Issues of Hispanics in the United States”; O’Neill School of Public & Environmental Affairs Indiana University Seminar; University of Wisconsin, Madison, Institute for Research on Poverty Seminar. California Native Leaders Gathering, First Nations Development Institute Presentation “Indian Gaming: Myths and Misperceptions of Native people”; Native American Finance Officers Association Meetings, Panel Speaker on Covid-19 and Economic Impacts.

2019. NBER Labor Studies Program Meeting, San Francisco; Society of Labor Economics, Washington DC; Federal Reserve System Community Development Research Conference, *Renewing the Promise of the Middle Class*; George Washington University Economics Seminar; Brookings Institution Future of the Middle Class, *Stalled or Rising?*; Dartmouth College 250<sup>th</sup> Celebration Alumni Doctoral Panel “*From Dartmouth Alum to Faculty of Color: How the Liberal Arts Help Diversify the Profession*”; Dartmouth College Economics Department Seminar; American Economics Association Summer Program Speaker Series, Michigan State University; UCLA American Indian Studies Center conference “Lighting a Path Forward: The Meaning of UC Land Grants, Public Memory, and Tovaangar”, October 15-16, 2019. National Academies of Sciences, Workshop on 2020 Census Data Products: Data Needs and Privacy Considerations, “Population Counts on American Indian Reservations and Alaska Native Villages with and without the Application of Differential Privacy”, December 11–12, 2019, Washington, DC.

## PROFESSIONAL ACTIVITIES

**Referee Experience.** American Economic Review; American Economic Review: Insights; American Economics Journal: Applied Economics; American Indian Quarterly; American Journal of Public Health; Asian Americans & Pacific Islanders Policy; Berkeley Electronic Journals in Economic Analysis and Policy; Canadian Journal of Economics; Child Development; Economic Development and Cultural Change; Economic Systems; Economica, Economics and Human Biology; Economics of Education Review; European Journal of Health Economics, Industrial and Labor Relations Review; Industrial Relations; International Economic Review, International Journal of Epidemiology; Journal of American Indian Education; Journal of African

Economies; Journal of Development Economics; Journal of Development Studies; Journal of Health Economics; Journal of Human Resources; Journal of Institutional and Theoretical Economics; Journal of International Economics; Journal of Policy Analysis and Management; Journal of Population Economics; Journal of Public Economics; Journal of Regional Science, Demography; Journal of the American Statistical Association; Labour Economics; PLOS ONE; Political Science Quarterly; Oxford Bulletin; Practice & Community; Quarterly Journal of Economics; Research in Labor Economics; Review of Economics and Statistics; Small Business Economics; Social Science & Medicine; University of Arizona Press; and World Development.

**Editorial Experience.** American Indian Culture and Research Journal, Editor-in-Chief, 2019. Hulili; Multidisciplinary Research on Hawaiian Well-Being, Kamehameha Schools Publishing, 2008-current. Mellon Tribal College Research Journal, Denver, Co, Editorial Board Member, 2013- current. Coeditor for “Wages, School Quality and Employment Demand David Card and Alan Krueger” 2011. Institute for the Study of Labor Prize Book. (with Klaus Zimmermann) Oxford University Press. Guest Editor for special issue of Research in Labor Economics on Child Labor, 2010.

**Conference and Research Event Organizing.** Brookings Symposium “American Indian Gaming in Connecticut, Oklahoma and California: Experience and Lessons Learned,” February 27, 2020. National Bureau of Economic Research One-Day Workshop, “Health and Well-Being of Native Americans and other Indigenous Populations”, November 1, 2019 (<http://conference.nber.org/sched/IPf19>). Brookings Symposium “Data Disaggregation as a Means to Improved Health Research and Policy-Making”, September 29, 2019. Brookings Symposium “The future of American Indian gaming: The next 30 years.” (<https://www.brookings.edu/events/the-future-of-american-indian-gaming-the-next-30-years/>). “Economics of Indigenous Peoples and Institutions” National Bureau of Economic Research One-Day Workshop (with E. Simeonova) November 1, 2018, Cambridge, MA (<http://conference.nber.org/sched/IPf18>). “Policy Forum: The Governance of Indigenous Data” May 18-19, 2017 UCLA.

**Committee Experience.** UC Office of the President’s (UCOP) Postdoctoral Fellowship On-Site Review Committee, 2020-2021. UC Office of the President’s (UCOP) Postdoctoral Fellowship Off-Site Review Committee, 2020-2021. UC Office of the President’s (UCOP) Native American Advisory Councilmember for the University of California, 2019-2022; UCLA Public Policy Recruitment Committee 2017; UCLA Public Policy Academic Personnel Committee 2017; UCLA 2017 Graduate Summer Research Mentorship (GSRM) Review Committee; Vice Provost Robin Garrell, Dean, Graduate Division. American Indian Studies Center, UCLA, Awards Committee 2017. Institute for American Cultures, UCLA, Awards Committee 2017.

**External Committee Experience.** Lever for Change Economic Opportunity Challenge Grant Reviewer, 2020. Russell Sage Foundation Pipeline Grants Competition Reviewer, 2019-2020. Center for Equitable Growth Letter of Inquiry Reviewer, 2020. President-Elect, Association for Economic Research of Indigenous Peoples (AERIP) 2019. Senior Researcher, Racial Data: Demographic Data and Policy Research about Communities of

Color; Native American Advisory Group for the Opportunity Study, Stanford University and Princeton University and American Institutes for Research, 2018-2019. National Science Foundation Dissertation Reviewer. External Review Group (ERG) member for the research project sponsored by the US Department of Health and Human Services Office of the Assistant Secretary of Planning and Evaluation (DHHS/ASPE): Improving Data Capacity for American Indian/Alaska Native (AI/AN) Populations, 2017-2018. US Indigenous Data Sovereignty Network (USIDSN) Advisory Council Board, Founding Member, 2016. National Asset Scorecard and Communities of Color (NASCC) project leader for Native American subgroup, Duke University July 2014. Harvard University's Honoring Nations Evaluation Committee for Excellence in Tribal Governance, July 2014. US Census Bureau National Advisory Committee on Race, Ethnic, and Other Populations, 2013-2016. American Indian College Fund Review Committee for Mellon Research, Mellon Faculty Fellowship and Sloan STEM Fellowships. April 2012, March 2013.

**Community Service and Student Support.** National Congress of American Indians Webinar Speaker for "U.S. Census Bureau Tribal Consultation on Differential Privacy." Panel on "Pursuing the Phd? Choosing a Program and Application Tips." UCLA Panel for American Indian and Pacific Islander undergraduates. February 2015, November 2015. White House Initiative on Asian Americans and Pacific Islanders and Empower Pacific Island Communities, Webinar Speaker, "Next Generation NHPI Leaders' Dialogue on Higher Education," April 29, 2015. Empower Pacific Island Communities (EPIC) Pacific Islander Leaders of Tomorrow Program, University of Southern California, August 13, 2014. UCLA Native American and Pacific Islander Summer Intensive Transfer Experience (SITE) Program, Center for Community College Partnerships, July 2013.

LAST UPDATED:  
February 2020

## Tria Blu Wakpa

Assistant Professor in Dance Studies, Department of World Arts and Cultures/Dance  
University of California, Los Angeles  
<https://ucla.academia.edu/TriaBluWakpa>  
(formerly Tria Andrews)

World Arts and Cultures/Dance Department  
University of California, Los Angeles  
150 Kaufman Hall  
Los Angeles, CA 90095

14739 MacNeil Street  
Mission Hills, CA 91345  
Phone: (310) 880-1597  
[triabluwakpa@arts.ucla.edu](mailto:triabluwakpa@arts.ucla.edu)

### EDUCATION

Ph.D., Ethnic Studies Department, University of California, Berkeley	2017
Dissertation Title: "Native American Embodiment in Educational and Carceral Contexts: Fixing, Eclipsing, and Liberating"	
M.A., Ethnic Studies Department, University of California, Berkeley	2012
M.F.A., Department of English and Comparative Literature, San Diego State University	2009
Thesis Title: " <i>Elle Souffre</i> "	
B.A., <i>Summa Cum Laude</i> , English Department, Oklahoma State University	2003

### ADDITIONAL APPOINTMENTS

<b>UC President's Postdoctoral Fellow</b>	2017-2018
Department of Dance	
University of California, Riverside	

### OTHER PROFESSIONAL PREPARATION

Dancer, Atamira Dance Collective, Aotearoa (New Zealand)	2014
Global Cultural Ambassador Artist, Dancing Earth: Indigenous Contemporary Dance Creations, Santa Fe, New Mexico	2014
Filipino Stick Fighting Instructor, Combat Kali, Manila, Philippines	2013
Certified Yoga Instructor, Prana Yoga Center, La Jolla, California	2009
Certified Massage Therapist, Napa Valley School of Massage, Napa, California	2003

Third-degree Black Belt in the Martial Arts, Pinewood Karate School, Napa, California 2001

Women's National Champion, USA Wrestling 1999

Women's National Champion, USA Wrestling 1994

## RESEARCH AND ARTISTIC INTERESTS

Indigenous Contemporary Dance and Performance; Native American Athletics; Indigenous Martial Arts; Native American Theater; North American Hand Talk (Indigenous Sign Language); Native American Education and Incarceration; Critical Yoga Studies; Community-engaged Research; Decolonizing Methodologies; Native American Literature and Theory; Creative Writing

## AWARDS AND HONORS

Institute of American Cultures Research Grant, University of California, Los Angeles, 2020

PSi Regional Research Cluster Grant, Performance Studies international, 2020

Mini Grant, Center for Community Learning, University of California, Los Angeles, 2019

Faculty Seed Grant, Institute on Inequality and Democracy, University of California, Los Angeles, 2019

Dean's Faculty Research Award, School of the Arts and Architecture, University of California, Los Angeles, 2019

Faculty Career Development Award, Office of Equity, Diversity and Inclusion, University of California, Los Angeles, 2019

Faculty Research Grant, Academic Senate, University of California, Los Angeles, 2019

Institute of American Cultures Research Grant, University of California, Los Angeles, 2019

Short-Term Research Publication Grants (declined), American Association of University Women, 2019

Franklin Research Grant, American Philosophical Society, 2019

UC President's Postdoctoral Fellowship, University of California, 2017-2018

University of California Human Rights Center Fellowship, Human Rights Center, UC Berkeley School of Law, University of California, Berkeley, 2016

Funding for Dissertation Research on Indigenous Peoples, 2015-2016, Native American Studies Program, Department of Ethnic Studies, University of California, Berkeley, 2015

Berkeley Empirical Legal Graduate Fellowship, Center for the Study of Law and Society, University of California, Berkeley, 2015

Abigail Reynolds Hodgen Publication Fund in the Social Sciences (declined), University of California, Berkeley, 2015

SMART Graduate Mentoring and Research Teams, University of California, Berkeley, 2014

Mike Synar Graduate Research Fellowship, University of California, Berkeley, 2014

Arts Research Center Fellow, University of California, Berkeley, 2014

Jack Gray Dancer of the Year, Atamira Dance Collective, Aotearoa (New Zealand), 2014  
 Vintage High School Athletic Hall of Fame Inductee, Napa, California, 2014  
 Global Cultural Ambassador Artist, Dancing Earth, Indigenous Contemporary Dance Creations, Santa Fe, New Mexico, 2014  
 Phillips Fund for Native American Research, American Philosophical Society, 2014  
 Joseph A. Myers Center for Research on Native American Issues Fellow, Institute for the Study of Societal Issues, University of California, Berkeley, 2013-2015  
 Outstanding Graduate Student Instructor Award, University of California, Berkeley, 2013  
 Chancellor's Public Fellow, University of California, Berkeley, 2013  
 Ford Foundation Predoctoral Fellowship, 2012-2015  
 Fulbright Scholar, Manila Times College, 2012-2013

## PUBLICATIONS

### Book Manuscript

#### Under Preparation

Blu Wakpa, Tria. *Settler Colonial Choreography and Indigenous Resistance: Native American Embodiment in Educational and Carceral Contexts*

### Journal Editorship

Co-Founder and Co-Editor-in-Chief with Sabrina Strings for *Race and Yoga*, the first peer-reviewed journal in the emerging field of Critical Yoga Studies. 2016-Present (published annually, four issues to date)

### Book Chapters

#### In Production

**Blu Wakpa, Tria** and Jennifer Musial. "Going Carceral? Analyzing Written and Visual Representations of Prison Yoga Programs." *Carcerality Locally and Globally: Feminist Critiques of State Violence*, ed. by Shreerekha Subramanian

Blu Wakpa, Tria. "A Glint of Decolonial Love? An Academic Mother's Meditation on Navigating and Leveraging the Ivory Tower." *Indigenous Motherhood in the Academy*, ed. by Robin Minthorn, Christine Nelson, and Heather Shotton.

#### Accepted

Blu Wakpa, Tria. "Settler Colonial Choreography, Fixing, and the Divided Body: Cross-dancing at a Native American Men's Prison Powwow" in *Critical Scholarship on Indigenous Dance*, ed. by Jacqueline Shea Murphy, Maria Firmino-Castillo, and Karyn Recollet.



Under Review

Blu Wakpa, Tria. “*Hozho Yoga*: Indigenous Movements Illuminating Human and Nonhuman Interconnections.”

**Peer-Reviewed Articles**Published

Blu Wakpa, Tria. “Culture Creators and Interconnected Individualism: Rulan Tangen and Anne Pesata’s Basket Weaving Dance.” *Dance Research Journal*, 48, Special Issue 01 (Indigenous Dance Today) (April 2016): 107-125.

Blu Wakpa, Tria. “A Constellation of Confinement: *The Jailing of Cecelia Capture* and the Deaths of Sarah Lee Circle Bear and Sandra Bland, 1895-2015.” *American Indian Culture and Research Journal*, 40, no. 1 (2016): 161-183.

Under Preparation

Blu Wakpa, Tria. “From Buffalo Dance to the Buffalo Stampede at Standing Rock: The Enduring and Interconnected Sovereignties of Indigenous Human and Nonhuman Persons”

**Additional Writings**Published

Blu Wakpa, Tria. “Illuminating Settler (In)justice: A Native American Prison Art Show,” *Native Sun News Today*, 2020. <https://www.nativesunnews.today/articles/illuminating-settler-in-justice-a-native-american-prison-art-show/>

Blu Wakpa, Tria. “Decolonizing Yoga? and (Un)settling Social Justice,” introduction to *Race and Yoga* journal, 3.1. (2018): i-xix. <https://escholarship.org/uc/item/8nz498zt>

Blu Wakpa, Tria. “Yoga Brings You Back to Who You Are: A Conversation Featuring Haley Laughter.” *Race and Yoga* journal, 3.1. (2018): 1-11. <https://escholarship.org/uc/item/3dz8g5k8>

Strings, Sabrina, and **Blu Wakpa, Tria**. “Rethinking Yoga: Meditations on the Work We Do.” *Race and Yoga*, vol. 1, issue 1 (2016): 1-3.

Andrews, Tria. “The Role of Prison Writing in Adjusting Dominant Misunderstandings.” *As Us*, 2014. <http://asusjournal.org/issue-4/tria-andrews-a-reflection/>



**Creative Writing**Published

Editor with Luana Ross. Poetry Section. *American Indian Culture and Research Journal* 40 (1) Special Issue on "Native Criminalization and Prisonization." 2016.

Editor with Carlos Contreras, Diahndra Grill, Casandra Lopez, and Tanaya Winder. Creative Writing Section, which my students from San Quentin State Prison contributed. *As Us* 4 Special Issue on "Decolonial Love." 2014.

"To Alleviate," *The Tusculum Review*, ed. by Heather Elouej, 2020. 16.

"The Lie of America," *The Tusculum Review*, ed. by Heather Elouej, 2020. 18.

"Erase Her," *The Tusculum Review*, ed. by Heather Elouej, 2020. 20.

"Young Woman Wrestler," *Bodies of Athletics Anthology: The Prairie Schooner Anthology of Contemporary Sports Writing*, ed. by Natalie Diaz and Hannah Ensor. Lincoln: University of Nebraska Press, 2019. 234.

"The Politics of Love and the Politics of Blood," *Lit Hub*, 2018. <https://lithub.com/new-poetry-by-indigenous-women-3/>

"Butterflies, Bones, and Languages," *Lit Hub*, 2018. <https://lithub.com/new-poetry-by-indigenous-women-3/>

"a crow gathering," *As Us Journal*, 2014. <http://asusjournal.org/issue-4/tria-andrews-poetry/>

"For Patricia Spottedcrow and So Many Others," *As Us Journal*, 2014. <http://asusjournal.org/issue-4/tria-andrews-poetry/>

"Chicken and Rice, Vito Cruz, Manila," *Food Worlds* Exhibition, 2014. <http://centerforartandthought.org/work/item/chicken-and-rice-vito-cruz-manila>

"Doll Making, Camiling Industrial Schools," *As/Us*, 2012. <http://asusjournal.org/issue-1/tria-andrews-poetry/>

"No White Lies," *As/Us*, 2012. <http://asusjournal.org/issue-1/tria-andrews-poetry/>

"Bait Car," *The Feminist Wire Forum on Violence*, 2012. <http://www.thefeministwire.com/2012/10/bait-car/>

"On the Border." *Drunken Boat*, 2011. <http://www.drunkenboat.com/db15/tria-andrews>

“The Work of Our Play.” *Drunken Boat*, 2011. <http://www.drunkenboat.com/db15/tria-andrews>

“Deer Face.” *BorderSenses: “Chimera” Special Issue* (2009): 25-26.

“Bone Woman.” *Unsaid* 4 (2009): 447-450.

“Breath over Johnny Day.” *Lumina Magazine* 8 (2009): 24-26.

“Brain-d.” *pequin.org*, 2009.

“Jaundiced Baby.” *Fiction International* 40 (2007): 155-163.

“Flipping Out,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Not Your Maid,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Tea Party,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Loose Teeth,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

## INVITED TALKS

“Native American Embodiment: Politics and Possibilities,” Virtual Indigenous Peoples Speaker Series, Two Feathers – Native American Family Services, April 30, 2020.

Guest Speaker and Teacher for “The Evolution of Yoga Summit,” Los Angeles, CA, forthcoming March 19-22, 2020 (unable to deliver, meeting postponed due to COVID-19 outbreak).

“Settler Colonial Choreography and the Divided Body: Performing Masculinities Through the Switch Dance at a Native American Prison Powwows,” University of Michigan, February 19, 2020.

Guest Speaker and Teacher for “Dancing Around Race: Whiteness in Higher Education” immersion, University of Utah, January 16-19, 2020.

Guest Panelist for “Decolonizing Methodologies,” University of Utah, January 17, 2020.

“Suicide Prevention and Native American Cultural Connection,” Sisters of All Nations Semi-Annual Spirituality Conference, South Dakota Women’s Prison, September 28, 2019.

“Settler (In)justice: Native American Imprisonment on Lakota Lands,” All Souls Unitarian Universalist, Sioux Falls, South Dakota, September 6, 2019.

“Settler Colonial Choreography and Indigenous Resistance: Performing Masculinity Through Humor and Seriousness at a Native American Prison Powwow,” Center for Performance Studies, University of California, Los Angeles, December 5, 2018.

“From *Buffalo Dance* to Standing Rock, 1894 to 2016: The Embodied and Interconnected Sovereignities of Indigenous Human and Nonhuman Persons,” University of California, San Diego, February 7, 2018.

“Indigenous Contemporary Dance in the U.S.,” University of California, Berkeley, November 6, 2017.

“*Tatanka* Choreographers, Dancers, and Martial Movers? Implications for Scholarship and Survival,” New Research in Dance Studies, University of California, Riverside, October 25, 2017.

“Indigenous Contemporary Dance: Politics, Practices, and Sovereignty,” Stanford University, April 26, 2017.

“Native American Representations: Challenging Dominant Discourses Through Indigenous Contemporary Dance,” University of California, Irvine, April 14, 2017.

“*Fixing and Eclipsing*: Native American Dance in Educational and Carceral Contexts,” University of California, Los Angeles, February 7, 2016.

“Indigenous Dance and Institutions Panel,” Indigenous Choreographers Riverside, University of California, Riverside, November 2, 2016.

“‘Still Our Own Indian Selves’: Dance at St. Francis Mission School and in the Broader Rosebud Community, 1901-Present,” Indigenous Dance Today Symposium, University of California, Riverside, May 8, 2015.

“Criminalizing Native Peoples and Cultures: Education and Incarceration in the Lakota Context,” University of Oregon, January 20, 2015.

## **CAMPUS GUEST LECTURES**

“Restorative and Transformative Justice,” Guest Lecture, Justice Studies 1, concurrent graduate and upper-division undergraduate course with Professors Bryonn Bain and Claudia Pena, University of California, Los Angeles, May 8, 2020.

“Native American Incarceration,” Guest Lecture, American Indian Studies 10 undergraduate course with Professor Peter Nabokov, University of California, Los Angeles, February 11, 2020.

“Demystifying Theoretical Frameworks: Social Confinement and Carceral Liberation,” Guest Lecture, “Bodies” undergraduate course with Professor Nancy Marie Mithlo, University of California, Los Angeles, April 29, 2019.

## CONFERENCE PRESENTATIONS

“Settler Colonial Choreography and the Divided Body: Cross-dancing at a Native American Men’s Prison Powwow,” American Studies Association, Baltimore, Maryland, forthcoming November 12-15, 2020.

“The Backbone (of the Nation) Doesn’t Bend: Native Women Dancing within the Confines of Carceral Genocide,” National Women’s Studies Association, San Francisco, CA, November 14-17, 2019.

“Life on the Motherside: The Commons of Motherhood in Dance Academia,” Dance Studies Association Conference, Northwestern University, Evanston, IL, August 8-11, 2019.

“Settler Colonial Choreography and Indigenous Resistance: Masculinity, Humor, and Seriousness at a Prison Powwow,” Native American Indigenous Studies Association Conference, University of Waikato Aotearoa/New Zealand, June 26-29, 2019.

“Critiquing the Omissions, Subordination, and Criminalization of Native American Martial Arts and Artists: Adrian Roman’s Tushka Homa (Red Warrior) System,” Dance Studies Association Conference, Valletta, Malta, July 5-8, 2019.

“*Buffalo Dance*, Buffalo Nation: Indigenous Embodied and Interconnected Sovereignities,” Native American and Indigenous Studies Association Conference, Los Angeles, CA, May 17-19, 2018.

“Settler Colonial Choreography and Indigenous Resistance: Performing Masculinity Through Humor at a Native American Prison Powwow,” Cross-Currents: Navigating Translation, 2018 AIIC Symposium, University of California, Santa Barbara, March 2-4.

“The Politics of Prison Pow Wows: Indigenous Dance in U.S. Educational and Carceral Settings,” Pomona College, Claremont, CA, November 3-6, 2016.

“Roundtable Discussion on Indigenous Dance Today,” Joint Conference of the Congress on Research in Dance and the Society for Dance History Scholars, Pomona College, Claremont, CA, November 3-6, 2016.

“‘Carceral Liberation’ at a Tribally Run Juvenile Hall,” Native American and Indigenous Studies Conference, University of Hawaii, Honolulu, Hawaii, May 18-21, 2016.

“‘Indians Playing Indian’ and ‘Indians Playing Black’: Surfacing the Politics of Performance in the Boarding School Setting,” Native American Literature Symposium, Isleta Resort, Albuquerque, March 17-19, 2016.

“From Blackface to Kateri Tekakwitha Plays: Enacting Entertainment, Misery, and Sovereignty through Boarding School Theater,” American Studies Association, Toronto, Canada, October 8-11, 2016.

## **MOVEMENT WORKSHOPS**

Teacher. “Indigenous Hand Talk (Sign Language) and Yoga Flow,” Hozho Total Wellness, Monument Valley Navajo Nation Tribal Park, June 16, 2018.

Teacher. “Dancing Revitalization: Dancing Earth and Other Indigenous Choreographic Activations with ICR Participants Rulan Tangen, Tria Andrews, Maria Firmino-Castillo,” Medicine Ways Conference, University of California, Riverside, May 9, 2015.

## **DANCE AND PERFORMANCE**

### Choreographer

“The Silence of the Archives,” Choreographed with Dr. Makha Blu Wakpa, Medicine Ways Conference, University of California, Riverside, May 9, 2015.

“Dead Center of the Heart: A Duet,” Othering & Belonging Conference, University of California, Berkeley’s Haas Institute for a Fair and Inclusive Society, Oakland Marriott City Center, April 25, 2015.

“Turangawaewae (Standing Place),” Intimate—Distance, Theater, Dance, and Performance Studies Department, Choreographed by Jack Gray, University California, Berkeley, April 17-19 & 24-26, 2014.

### Dancer

“500 Years of Resistance,” Choreographed by Rulan Tangen, Brava Theater, San Francisco, CA, December 1, 2017.

“WAAWIJEKIDEWAN/We Stand Together,” Choreographed by Rulan Tangen, Joint Conference of the Congress on Research in Dance and the Society for Dance History Scholars, Pomona College, Claremont, CA, November 3-6, 2016.

“Wedding Duet,” Choreographed by Rulan Tangen, How We Show Up,” Indigenous Choreographers Project at Riverside, University of California, Riverside, May 5, 2015, and National Bioneers Conference, Marin Center, San Rafael, October 16, 2015.

## **CURATOR**

“Carceral Liberation? A Native American Prison Art Show,” Avenue 50 Studio, October 12-November 2, 2019.

## **FILMMAKER**

“Settler (In)justice: Native American Imprisonment in the U.S.,” documentary, in production.

## **EVENTS COORDINATOR**

“Haka Workshop,” featuring Amelia Taylor (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 20, 2020.

“Indigenous Contemporary Dance,” featuring Rulan Tangen (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 19, 2020.

“Powwow Yoga,” featuring Acosia Red Elk (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 5, 2020.

“Hiyang: A Creative Practice for Cultural Resilience,” featuring Toni Temehana Pasion (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming April 22, 2020.

“Digital Dance Criticism: Screens as Choreographic Apparatus,” featuring Kate Mattingly (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, April 14, 2020.

“Circling With/In the Saints: Ceremonial Sambas and Dark Horses of Bahian Candomblé,” featuring Mika Lillit Lior, University of California, Los Angeles, January 28, 2020.

“Illuminating Tongva Embodied Knowledge and Sovereignty,” four workshops featuring Tina and Jessa Calderon on an introduction to Native California in the Tongva context; grass skirts; clapper sticks; and dance, University of California, Los Angeles, January 21, February 4, February 25, and March 10, 2020.

“Carceral Liberation? A Panel Discussion on Native American Imprisonment,” Occidental College, October 10, 2019.

“Do Iranian Dancers Need Saving? Savior Spectatorship and the Production of Iranian Dancers as ‘Objects of Rescue,’” UC Chancellor’s Postdoctoral Fellowship Presentation with Heather Rastovac, University of California, Los Angeles, June 6, 2019.

“IHI UP Workshop with Jack Gray,” University of California, Los Angeles, May 28, 2019.

“Uncovering the Relationships Between Native Dance and Marital Arts: A Presentation by Pom Tuiimyali on the Winnemem Wintu War Dance,” University of California, Los Angeles, May 23, 2019.

“MATAO Workshop with Dakota Camacho,” University of California, Los Angeles, April 26, 2019.

“Healing the Impacts of Colonization: Featuring Toni Pasion and Amelia Butler,” University of California, Los Angeles, February 21, 2019

“North American Hand Talk Workshop: Featuring Dr. Makha Blu Wakpa,” University of California, Los Angeles, February 14, 2019

“Revitalizing Native American Martial Arts: Adrian Roman’s Red Warrior System,” University of California, Los Angeles, January 31, 2019.

### **Conference Committee Co-Founder and Co-Organizer**

Yoga Justice / Yoga Violence Conference, University of California, Berkeley, April 10, 2015

Yoga (R)evolution? Interrogating Possibilities and Practices Conference, University of California, Berkeley, April 10, 2015

Co-Founder and Co-Organizer, Yoga and Access: Questions of Inclusion Conference, University of California, Berkeley, April 25, 2014

### **LITERARY READINGS**

Warrior Spirit Conference and Ceremony, Viejas Resort and Casino, San Diego, CA, October 10, 2018.

Litquake: The San Francisco Literary Festival, Yerba Buena Center of the Arts, June 13, 2017.

“Generation to Generation, Poet to Poet,” Contemporary Jewish Museum, San Francisco, January 19, 2017.

“Poetic Landscapes,” The Loft, University of California, San Diego, March 1, 2016.

**TEACHING EXPERIENCE****University of California, Los Angeles**

Dance 45: Introduction to Dance (core; lower-division undergraduate course)

Dance 101: Theories of Dance/Performance (core; upper-division undergraduate course)

Dance 145/245: Colonization and Confinement (elective; concurrent graduate and upper-division undergraduate course)

**GRADUATE STUDENT INSTRUCTOR****University of California, Berkeley: Chancellor's Public Fellow**

Anthropology 2 AC: "Introduction to Archeology," Anthropology Department, Fall 2013

**SMART Graduate Student Mentor**

SMART Graduate Student Mentoring and Research Teams, University of California, Berkeley, Spring and Summer 2015

**Acting Instructor**

Native American Studies Reading and Composition R1B: "Native American Embodiment," Department of Ethnic Studies, Spring 2016, Fall 2015

**Teaching Assistant**

Ethnic Studies 181AC: "Prison: Big Ideas Course," Department of Ethnic Studies, Spring 2017

African American Studies 156 AC: "Poetry for the People," Department of African American Studies, Spring 2014

**Sinte Gleska University: Co-Instructor**

English 102: "Literature of the Rosebud," Department of English, Summer 2014

**University of San Francisco: Instructor**

English 200: "Colonization and Confinement," Department of English, Spring 2014



**Prison University Project (San Quentin State Prison): Co-Instructor**

English 99A: “Perceptions of Home,” Spring 2014

English 99A: “Race and Gender in Literature,” Fall 2013

**SERVICE TO THE FIELD****Departmental Service**

Website

BA Admissions Committee, 2018-Present

Graduate Admissions Committee, 2018-Present

Undergraduate Curriculum Committee, 2018-Present

Graduate Curriculum Committee, 2018-Present

**University Service**

Faculty Executive Committee for the School of the Arts and Architecture, Fall 2019-Present

Center for the Study of Women Advisory Committee, Fall 2019-Present

Faculty Advisory Committee for the American Indian Studies Center, Fall 2019-Present

**Reviewer**

*ASAP/Journal*, 2019-Present

*Puncta Journal*, 2019-Present

**COMMUNITY SERVICE****Board of Directors Member**

All Relations United, 2017-2019

Dancing Earth: Indigenous Contemporary Dance Creations, 2014-2019

**Member**

Indigenous Education Now Campaign to strengthen Native American curricula and campus climates, Los Angeles Unified School District, 2019-Present

## Curriculum Vitae

**JESSICA R. CATTELINO**

Department of Anthropology  
 University of California, Los Angeles  
 341 Haines Hall Box 951553  
 Los Angeles, CA 90095-1553  
 jesscatt@anthro.ucla.edu

O: 310-825-4400 (310-625-2800 until 3/25/20 while on sabbatical)

**ACADEMIC POSITIONS**

2008-present Associate Professor, Department of Anthropology, University of California, Los Angeles  
 2010-present Associate Professor (0% appointment), Department of Gender Studies, UCLA  
 2010-present Faculty Affiliate, American Indian Studies, UCLA  
 2017-present Senior Faculty Research Associate, Center for the Study of Women, UCLA  
 2019-present Special Assistant to the Vice Chancellor for Initiatives in Coastlines and People (CoPe), UCLA  
 2013-14 Visiting Associate Professor, American Studies Program, Yale University  
 2008-09 Member, Institute for Advanced Study, Princeton, NJ  
 2004-08 Assistant Professor, Department of Anthropology and the College, University of Chicago  
 2005-08 Faculty Affiliate, Center for Gender Studies, University of Chicago  
 2007-08 Faculty Associate, Chicago Center for Contemporary Theory (3CT)  
 2007-08 Faculty Affiliate, Center for the Study of Race, Politics, and Culture, University of Chicago  
 2003-04 Weatherhead Fellow, School of American Research (SAR), Santa Fe, NM

**ADMINISTRATIVE AND FACULTY GOVERNANCE LEADERSHIP**

2016-17 Chair, Graduate Council, UCLA Academic Senate (Vice President 2015-16); Ex Officio member, Executive Board of the Academic Senate  
 2015-17 Associate Director, Center for the Study of Women, UCLA

**EDUCATION****New York University**

Ph.D., 2004; M.Phil., September 2000; M.A., September 1998

Dissertation: "High Stakes: Seminole Sovereignty in the Casino Era" (Supervisors: Karen Blu, Fred Myers, Faye Ginsburg, Andrew Ross, William Sturtevant; Thomas Abercrombie, reader)

M.A. Thesis: "Citizenship, Spatiality, and Civilian Crime Prevention in Manhattan's 9<sup>th</sup> Precinct"

**Cornell University**

A.B., *summa cum laude* and with Distinction in All Subjects, May 1996

Major: The Anthropology of Narrative, Community, and Identity (College Scholar program)

Concentration: Women's Studies

Thesis: "What's in a Story? Community, Identity, and Coming Out Narratives"

**FELLOWSHIPS AND GRANTS**

National Science Foundation RAISE grant for "Bringing Together Diverse Perspectives on Water" (2019, #1936715, \$1,000,000), co-PI with Aradhna Tripathi (PI) and Shannon Speed (co-PI)

Institute for American Cultures, UCLA, grant for "Seminole Water and Everglades Restoration" (2019, \$4,100)

Committee on Instructional Improvement Programs, UCLA, major grant for "Meeting Dual GE and Major Goals: Revamping a Lower Division Course, in Community" (2019-20, \$5,419)

National Science Foundation Funded Senior Personnel on Florida Coastal Everglades Long-Term Ecological Research program grant #DEB-1237517 (2019, PI for \$25,000 subaward)

Dean's Fund for Teaching Related to the 2016 Presidential Election, UCLA (2017, \$1,000)

Dean's Faculty Opportunity Fund award for collaborative exhibition, UCLA (2016, \$1,500)  
 Wenner-Gren Foundation Innovations in Public Awareness of Anthropology Grant (2016, \$19,504)  
 UCLA Sustainable LA Grand Challenge Research Grant for "Gender and Everyday Water Use in Los Angeles Households" – PI for grant run through the Center for the Study of Women (2016-18, \$146,700)  
 Florida Humanities Council Major Grant for "Getting the Water Right," a photographic and ethnographic exhibition. Florida-based grant-receiving organization is Artist in Residence in Everglades (AIRIE), and I am the scholar on the grant, with PI Adam Nadel, the photographer (2016-17, \$15,000)  
 UCLA Laboratory for Environmental Narrative Strategies (LENS) grant, \$5,000 (2016-17)  
 Faculty Research Grant, UCLA (2016-17, \$8,081)  
 Institute for American Cultures Grant, UCLA (2016-17, \$5,000)  
 Howard Foundation Fellowship (2015, \$30,000)  
 National Science Foundation research grant (#1122727, funded by the program in Law and Social Sciences, 2011-13, \$152,764) "Individual and Community Responses to Environmental Regulation"  
 Wenner-Gren Foundation for Anthropological Research, Post-Ph.D. Research Grant (#8293, 2011-12, \$24,966 award revised to \$17,557 after reconciliation with NSF)  
 Faculty Research Grant, UCLA, for research on citizenship and territoriality in the Florida Everglades (2009-10, \$5000)  
 Institute for Advanced Study Membership, Princeton, NJ (2008-09) for a project on "Citizenship and Territorialization in the Florida Everglades"  
 Franke Institute for the Humanities Residential Faculty Fellowship, University of Chicago (2008-09, declined)  
 Center for Gaming Research Residency Fellowship, University of Nevada, Las Vegas (2007)  
 Center for Gender Studies grant for junior faculty course development, University of Chicago (2007)  
 Social Sciences Divisional Research Grant, University of Chicago (2007)  
 American Academy of Arts and Sciences Visiting Scholar Fellowship (2004, declined)  
 School of American Research (SAR) Weatherhead Fellowship (2003)  
 AAUW (American Association of University Women) American Dissertation Fellowship (2002)  
 Woodrow Wilson Dissertation Grant in Women's Studies (2001)  
 Smithsonian Institution Predoctoral Fellowship (2001)  
 American Philosophical Society Phillips Fund Grant for Native American Research (2001)  
 National Science Foundation Graduate Research Fellowship (1996-2000)  
 Kriser Fellowship in Urban Anthropology, New York University (2000)  
 Annette B. Weiner Graduate Fellowship in Cultural Anthropology, New York University (1999)  
 Summer Predoctoral Fellowship, Graduate School of Arts and Science, New York University (1999)

## AWARDS

Faculty Leadership Academy, UCLA (2019-20)  
 Research Excellence Award for Associate Professors, UCLA Institute of American Cultures and Center for the Study of Women (2017)  
 Annette Kolodny Environmental Studies Prize, American Studies Association (awarded by the Environment and Culture Caucus to the best environmentally themed paper presented at the ASA annual meeting, for "Invasive Species and Flourishing in the Florida Everglades") (2015)  
 Cultural Horizons Prize (best article in *Cultural Anthropology* during 2010, for "The Double Bind of American Indian Need-Based Sovereignty"), Society for Cultural Anthropology (2011)  
 Delmos Jones and Jagna Sharff Memorial Book Prize (best book published in previous two years), Society for the Anthropology of North America (2010)  
 Honorable Mention, Gregory Bateson Book Prize, Society for Cultural Anthropology (2009)  
 Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching, University of Chicago (2008)  
 Western History Assn. Arrell M. Gibson Award for year's best essay on Native American history (2005)  
 Banner Bearer/School Representative (outstanding graduating Ph.D. student), NYU Commencement (2004)  
 Carrie Hunter Tate Award, National Association of Student Anthropologists (2003)  
 Outstanding Anthropology Graduate Student Award, Dept. of Anthropology, New York University (2000)

Phi Beta Kappa, Cornell University (1996)  
 Cornell Tradition Fellow (for academic and public service excellence), Cornell University (1994-96)  
 Telluride Scholar, Telluride House at Cornell University (1992-94)

## PUBLICATIONS

### Book

- 2008 *High Stakes: Florida Seminole Gaming and Sovereignty*. Duke University Press.  
 Reviewed in *American Ethnologist*, *Current Anthropology*, *Journal of the Royal Anthropological Institute*, *International Journal of Critical Indigenous Studies*, *Ethnohistory*, *the Political and Legal Anthropology Review (PoLAR)*, *Contemporary Sociology*, *Western Historical Quarterly*, *Choice*, *ForeWord Magazine*, *Indian Country Today Gaming Magazine*  
 Awarded the Delmos Jones and Jagna Sharff Memorial Book Prize from the Society for the Anthropology of North America; Honorable Mention for the Gregory Bateson Book Prize, Society for Cultural Anthropology

### Articles and Chapters

- 2019 **Cattelino, Jessica**, Georgina Drew, and Ruth Morgan. "Water Flourishing in the Anthropocene." *Cultural Studies Review* 25(2):135-152.
- 2019 Of Climate and Chilling Effects. *Public Culture* 31(2):215-234.
- 2019 "From Green to Green: The Environmentalization of Agriculture." *Journal for the Anthropology of North America* 22 (2): 135–38.
- 2019 Rivera-Monroy, Victor H., **Jessica Cattelino**, Jeffrey R. Wozniak, Katrina Schwartz, Gregory B. Noe, Edward Castaneda-Moya, and Gregory R. Koch. 2019. The Life of P: A Biogeochemical and Sociopolitical Challenge in the Everglades. In *The Coastal Everglades: The Dynamics of Social-Ecological Transformation in the South Florida Landscape*, edited by Daniel L Childers, Evelyn Gaiser, and Laura Ogden. Oxford and New York: Oxford University Press, pp. 99–128.
- 2019 Stakeholders, Gender, and the Politics of Water. *American Anthropologist* (editor reviewed), January 22. <http://www.americananthropologist.org/2019/01/22/3032/>
- 2018 From Locke to Slots: Money and the Politics of Indigeneity. *Comparative Studies in Society and History* 60(2):274-307.
- 2018 Indian Gaming, Renewed Self-Governance, and Economic Strength. An interview by J. Kēhaulani Kauanui in *Speaking of Indigenous Politics: Conversations with Activists, Scholars, and Tribal Leaders*. J. Kēhaulani Kauanui, ed. Minneapolis: University of Minnesota Press. Pp. 65-77.
- 2016 Loving the Native: Invasive Species and the Cultural Politics of Flourishing. In Ursula Heise, Jon Christensen, and Michelle Niemann, eds. *The Routledge Companion to the Environmental Humanities*. London: Routledge, pp. 129-137.
- 2015 North America: Sociocultural Aspects. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 17. Oxford: Elsevier. pp. 22–26.
- 2011 "One Hamburger at a Time": Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock international: with CA comments by Thabo Mokgatlha and Kgosi Leruo Molotlegi. *Current Anthropology* 52(S3): S138-149. Supplementary issue: Corporate Lives: New Perspectives on the Social Life of the Corporate Form. D.J. Partridge, M. Welker, and R. Hardin, eds.
- 2011 Thoughts on the U.S. as a Settler Society (Plenary Remarks, 2010 SANA Conference). *North American Dialogue: Newsletter of the Society for the Anthropology of North America* 14(1):1-6.
- 2010 Anthropologies of the United States. *Annual Review of Anthropology* 39:275-292.
- 2010 The Double Bind of American Indian Need-Based Sovereignty. *Cultural Anthropology* 25(2):235-62. *Awarded the Cultural Horizons Prize by the Society for Cultural Anthropology*
- 2010 Termination Redux? Seminole Citizenship and Economy from Truman to Gaming. In B. Hosmer, ed. *Native Americans and the Legacy of Harry Truman*. Pp. 122-135. Kirksville, MO: Truman State University Press.
- 2009 Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity. *American Anthropologist* 111(2):190-200.

- 2009 Florida Seminoles and the Cultural Politics of the Everglades. Occasional Paper from the School of Social Science, Institute for Advanced Study. May, Paper Number 36. Available at <http://www.sss.ias.edu/publications/occasional.php>
- 2008 Gaming. In *Handbook of North American Indians*, vol. 2, Indians in Contemporary Society, Garrick A. Bailey, vol. ed., William C. Sturtevant, general editor. Pp. 148-156. Washington: Smithsonian Institution.
- 2007 Florida Seminole Gaming and Local Sovereign Interdependency. In D. Cobb and L. Fowler, eds. *Beyond Red Power: Rethinking Twentieth-Century American Indian Politics*. Pp. 262-79. Santa Fe, NM: SAR Press.
- 2006 Florida Seminole Housing and the Social Meanings of Sovereignty. *Comparative Studies in Society and History* 48(3):699-726.
- 2005 Tribal Gaming and Indigenous Sovereignty, with Notes from Seminole Country. *American Studies* (Special issue on Indigenous People of the United States) 46:(3/4): 187-204; co-published in *Indigenous Studies Today* 1 (Fall 2005/Spring 2006).
- 2004 Casino Roots: The Cultural Production of Twentieth-Century Seminole Economic Development. In Hosmer, B. and O'Neill, C., eds. *Native Pathways: Economic Development and American Indian Culture in the Twentieth Century*. Pp. 66-90. Boulder: University of Colorado Press.  
Winner of the Western History Association Arrell M. Gibson Award and reviewed in the *Journal of American Ethnic History* 25(1), 2005.
- 2004 (with William Sturtevant) Florida Seminole and Miccosukee. In *Handbook of North American Indians*, vol. 14, Southeast, Raymond D. Fogelson, vol. ed., William C. Sturtevant, general editor. Pp. 429-449. Washington: Smithsonian Institution.
- 2004 The Difference that Citizenship Makes: Civilian Crime Prevention on the Lower East Side. *PoLAR (Political and Legal Anthropology Review)* 27(1):114-137.

### Published Lecture

- 2015 The Cultural Politics of Water in the Everglades and Beyond. 2015 Lewis Henry Morgan Lecture, University of Rochester. *Hau: Journal of Ethnographic Theory* 5(3):235-50 (video also available)

### Comments

- 2018 Comments in "Sovereignty: Interview with the Authors." Curated Collections, *Cultural Anthropology* website, March 26, [https://culanth.org/curated\\_collections/22-sovereignty/discussions/28-sovereignty-interview-with-the-authors](https://culanth.org/curated_collections/22-sovereignty/discussions/28-sovereignty-interview-with-the-authors)
- 2016 Comment on The Nature of Sovereignty in the Anthropocene: Hydroelectric Lessons of Struggle, Otherness, and Economics from Paraguay by Christine Folch. *Current Anthropology* 57(5):576-78.

### Book Reviews

- 2020 Review of *Power in the Telling: Grand Ronde, Warm Springs, and Intertribal Relations in the Casino Era*, by Brook Colley. NAIS: Native American and Indigenous Studies 7(2). (forthcoming)
- 2016 Review of *Thatched Roofs and Open Sides: The Architecture of Chickees and Their Changing Role in Seminole Society*, by Carrie Dilley. *The Florida Historical Quarterly* 95(1):100-113.
- 2014 Review of *Yuchi Indian Histories Before the Removal Era*, edited by Jason Baird Jackson. *Journal of Anthropological Research* 70(2):318-20.
- 2013 Review forum essay on *Economies of Abandonment: Social Belonging and Endurance in Late Liberalism* by Elizabeth A. Povinelli. *Interventions* 15(3):438-41.
- 2012 Review of *Recognition Odysseys: Indigeneity, Race, and Federal Tribal Recognition Policy in Three Louisiana Indian Communities* by Brian Klopotek. *Ethnohistory* 59(3):654-6.
- 2012 Review of *First Nations Gaming in Canada*, edited by Yale D. Belanger. *The Western Historical Quarterly* 43(1):82-3.
- 2010 Review of *The Rediscovered Self: Indigenous Identity and Cultural Justice* by Ronald Niezen. *American Anthropologist* 112(2):334-5.
- 2008 Review of *The Social Life of Money in the English Past* by Deborah Valenze. *Comparative Studies in Society and History* 50(1):327-8.



- 2008 Review of *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination* edited by Joanne Barker and *Taking Charge: Native American Self-Determination and Federal Indian Policy, 1975–1993* by George Pierre Castile. *Ethnohistory* 55(1):166-168.
- 2006 Review of *Materiality*, edited by Daniel Miller. *Museum Anthropology* 29(2):171-173.
- 2006 Review of *Putting a Song on Top of It: Expression and Identity on the San Carlos Apache Reservation* by David W. Samuels. *Western Historical Quarterly* 37(3):376-377.
- 1999 Review of *Exotics at Home: Anthropologies, Others, American Modernity* by Micaela di Leonardo. *Xcp: Cross-Cultural Poetics* 5:137-140.

### **Blog, Magazine, Professional Association, and Popular Writing**

- 2019 Participant/interviewee: “Pervasive, yet Fractured”: A Roundtable on Centering Indigenous Critiques and Teaching Settler Colonialism.” Edited by Sonia Grant, with Clint Carroll, Jean Dennison, and Anne Spice. *Cultural Anthropology Teaching Tools*. <https://culanth.org/fieldsights/pervasive-yet-fractured-centering-indigenous-critiques-a-roundtable-on-teaching-settler-colonialism>
- 2016 Jessica R. Cattellino and Adam Nadel. Getting the Water Right: The Cultural Politics of Water in the Everglades. *Lens Magazine*. October 6. <https://lensmagazine.org/getting-the-water-right-5620fee55f11#ckg64ccnp>. (Wrote Editor’s Note and most of caption text.)
- 2015 Valuing Nature. Fieldsights - Theorizing the Contemporary, Cultural Anthropology Online, March 30, 2015, <http://culanth.org/fieldsights/654-valuing-nature>
- 2013 Settler Colonial Nature in the Everglades. Blog entry for the Engagement Blog of the Anthropology and Environment Society of the American Anthropological Association. February. <http://www.aaanet.org/sections/ae/index.php/settler-colonial-nature-in-the-everglades/>
- 2010 Citizenship and Nation in the Everglades. *Anthropology News*. January: 11, 13.
- 2007 Wealth Enables Seminoles to Live Life on Their Own Terms. *FORUM: The Magazine of the Florida Humanities Council*. Spring: 38-41.
- Several articles for *The Seminole Tribune*.

### **EXHIBITION**

- 2014-17 Collaborator and Contributing Scholar on “Getting the Water Right,” a multi-format photographic and ethnographic exhibition about the cultural politics of nature in the Florida Everglades. Photographer and Curator: Adam Nadel. Provided much of underlying themes; wrote much of text panels, captions, press release; collaborated on scholarship underlying the data visualizations; produced much of the audio for accompanying website thewaterright.com, and participated in aspects of curation and field research. Traveling version at 2016 LENS Conference at UCLA, Gallery version at Yale University Peabody Museum (2014) and Southeast Museum of Anthropology (2016-17); multimedia installation throughout the Everglades National Park (2017).

### **CONFERENCES AND INVITED PRESENTATIONS**

#### **Conferences Organized and Hosted**

- 2016 Racialized State Violence in Global Perspective. International conference co-organized with Hannah Appel, Norma Mendoza-Denton, and Jemima Pierre, UCLA.
- 2008 Conditions of Settler Colonialism. International symposium funded by and held at the University of Chicago. April 25-26, 2008.

#### **Conference Panels Organized**

- 2020 “Economy and Land: A Roundtable on Teaching, Research, and Current Debates.” (co-organized with Joanne Barker). Native American and Indigenous Studies Association, Toronto, Ontario (orthcoming)
- 2019 “Beyond the Human? Working the Intersections of NAIS, Political Ecology, and Posthumanism” (co-organized with Clint Carroll and Dana Powell). Native American and Indigenous Studies Association, Hamilton, Aotearoa/New Zealand.
- 2018 “Gender Politics: Engaging the Legacy of Sherry Ortner” (co-organized with Akhil Gupta). American Anthropological Association, San Jose, CA.
- 2018 “Revisioning American Capitalism through a Cosmopolitan Lens: Engaging the Legacy of Sherry Ortner” (co-organized with Akhil Gupta). American Anthropological Association, San Jose, CA.

- 2016 “Generation and Genealogy: A GENS Collective Conversation about Generating Capitalism” (co-organized with Eleana Kim). American Anthropological Association, Minneapolis, MN.
- 2015 “The Work, Time, and Territory of Interruption: Conversations with Audra Simpson’s *Mohawk Interruptus*.” Native American and Indigenous Studies Association, Washington, DC.
- 2014 “Unsettling Nature.” American Studies Association, Los Angeles, CA.
- 2014 “Unsettling Nature.” (Co-organized with Clint Carroll.) Native American and Indigenous Studies Association, Washington, DC.
- 2014 “The Politics of Necessity: Livelihood and Ways of Life.” (Co-organized with Alex Blanchette.) Society for Cultural Anthropology Biannual Meeting, Detroit, MI.
- 2006 “Money and Value.” Society for Cultural Anthropology Biannual Meeting, Milwaukee, WI.
- 2005 “Conditions of Indigeneity.” Annual Meeting of the American Anthropological Association, Washington, DC.
- 2005 “Race, Place, and Recognition: Papers in Honor of Karen Blu.” Annual Meeting of the Society for Ethnohistory. Santa Fe, NM.
- 2003 “Indigenous Sovereignty and Citizenship: Thinking Ethnographically Along the Boundaries of Indigenous Nationhood and the Law.” Annual Meeting of the Law and Society Association, Pittsburgh, PA, co-chaired with Audra Simpson.

### Conference Papers and Comments

- 2019 “Plankton-rich Streams”: Zora Neale Hurston and the Ethnography of Water’s Force.” American Anthropological Association, Vancouver, British Columbia.
- 2019 Discussant, “Environmental Repair.” American Anthropological Association, Vancouver, British Columbia.
- 2019 Discussant/chair, Rappaport Student Prize panel, Society for Environmental Anthropology, American Anthropological Association, Vancouver, British Columbia.
- 2019 “Post Which Human?” Native American and Indigenous Studies Association, Hamilton, Aotearoa/New Zealand.
- 2018 “Beyond Which Human? Feminism in These Anthropological Times.” American Anthropological Association, San Jose, CA. (Panel on the legacy of Sherry Ortner)
- 2018 Discussant, “Boring Stuff? Mundane Matters in an Age of Liveliness.” American Anthropological Association, San Jose, CA.
- 2018 “Hindcasting the Settler State.” 4S (Society for the Social Study of Science) Conference, Sydney, Australia.
- 2017 “America’s Sweetest Town: On Corporation, Nature, and State.” American Anthropological Association, Washington, DC.
- 2017 Discussant, “How Nature Works.” American Anthropological Association, Washington, DC.
- 2017 “Rethinking Land and Labor.” A Conference on Race, Indigeneity, and Settler Colonialism, in honor of the work of the late Patrick Wolfe. UCLA
- 2016 “‘No such thing as money was any where known’: Money and the Politics of Indigeneity.” Native American and Indigenous Studies Association, Honolulu, Hawai’i.
- 2016 Roundtable presentation synthesizing the contributions of feminist economic anthropology to analysis of the present (immediate-post-election) moment. American Anthropological Association, Minneapolis, MN.
- 2016 “Getting the Water Right: An Exhibition.” Earth Now/Earth 2020 Conference, Institute of the Environment and Sustainability, UCLA
- 2016 Discussant, “States of Entanglement: Embodying Toxic Futures under Colonial and Settler Colonial Regimes.” American Anthropological Association, Minneapolis, MN.
- 2015 “Sovereign Flourishing in Tight Spots.” Annual meeting of the Native American and Indigenous Studies Association, Washington DC.
- 2014 “Valuing Nature.” Executive session on Generating Capitalism: Diverse Livelihoods and Productive powers. Annual meeting of the American Anthropological Association, Washington, DC.
- 2014 Roundtable participant: Opening Access, Being Publisher: A Discussion about Anthropology, Epistemic Ethics, and Post-Profit Publishing. Annual meeting of the American Anthropological Association, Washington, DC.

- 2014 "Invasive Species and Flourishing in the Florida Everglades." Annual meeting of the American Studies Association, Los Angeles, CA.
- 2014 "The Cultural Politics of Invasive Species in the Florida Everglades." Annual meeting of the Native American and Indigenous Studies Association, Austin, TX.
- 2014 "Ecological and Economic Necessity in the River of Grass." Biannual conference of the Society for Cultural Anthropology, Detroit, MI.
- 2013 "The Airborne Politics of Interdependency: Of Ash and Bagasse, Migratory Birds, and Hurricane-Traveled Critters in the Florida Everglades." Annual Meeting of the American Anthropological Association, Chicago, IL.
- 2013 "Ecosystems Services Valuation and the Measurement of Nature's Value." Conference on Global Ecologies: Nature/Narrative/Neoliberalism. UCLA.
- 2012 Discussant, panel on "Love, Belonging, and Fluid Borders," American Anthropological Association, San Francisco, CA
- 2011 Discussant and chair, panel on "Settler colonialism," Native American and Indigenous Studies Association, Sacramento, CA
- 2011 Chair and commentator, plenary panel on "Settler Colonialism and Racial Management," Critical Race Studies Annual Symposium on "Race and Sovereignty," UCLA School of Law.
- 2010 "Sovereignty and Interdependency." Annual Meeting of the American Anthropological Association, New Orleans, LA.
- 2010 Plenary address on "Settler Society and a Settling Society." Society for the Anthropology of North America and Association of Black Anthropologists conference, Denver, CO.
- 2010 "From Reclamation to Restoration in the Florida Everglades." Symposium on The Governance of the Prior, Columbia University, New York, NY.
- 2009 "Citizenship and Territorialization in the Florida Everglades." Annual Meeting of the Native American and Indigenous Studies Association (NAISA), Minneapolis, MN.
- 2009 "'One Hamburger at a Time': The Florida Seminole Acquisition of Hard Rock International." Annual Meeting of the Native American and Indigenous Studies Association (NAISA), Minneapolis, MN.
- 2008 Roundtable participant: "Indian Gaming and Casinos in America: A Twenty Year Anthropological Retrospective on the Impact of the 1988 Indian Gaming Regulatory Act." Annual Meeting of the American Anthropological Association, San Francisco, CA.
- 2008 "High Prices and Strange Currencies: Economic Logics of Settler Colonialism." Symposium on Conditions of Settler Colonialism, University of Chicago.
- 2007 "The Economic Logics of Termination in Seminole Country, 1953 and 2007." Annual Meeting of the American Anthropological Association, Washington, DC.
- 2007 Discussant, author-meets-readers panel on Colleen O'Neill's *Working the Navajo Way*. Annual Meeting of the Social Science History Association, Chicago, IL.
- 2007 Chair/discussant: "History and Memory I." Conference on "What's Next for Native American and Indigenous Studies?" University of Oklahoma.
- 2007 Discussant: "Tensions of Democracy I: The Uneven Relevance of Legality." Conference on "Communicating Legitimacy: Putting Democratic Practice and Representation in Context," University of Chicago.
- 2006 "Money, Risk, and Commensurability in the Anthropology of Native North America." Presidential invited session at the Annual Meeting of the American Anthropological Association, San Jose, CA.
- 2006 Discussant for the panel "(Re) Historicizing the Human Landscape: Intersections of Space/Race/Place/Memory." Annual Meeting of the American Anthropological Association, San Jose, CA.
- 2006 "The Politics of Fungibility: Florida Seminole Casinos and the Indigenous Valuation of Money." Society for Cultural Anthropology Biannual Meeting, Milwaukee, WI.
- 2006 Commentator for panel "Theoretical and Methodological Issues," Colloquium on Indians, Labor, and Capitalist Culture, Newberry Library.
- 2005 "Sovereignty, Interdependency, Settler Coloniality: Florida Seminole Casinos and the Politics of Indigenous Economy." Annual Meeting of the American Anthropological Association, Washington, DC.



- 2005 “Florida Seminole Veterans and Overlapping Citizenship.” Annual Meeting of the Society for Ethnohistory, Santa Fe, NM.
- 2005 Panel discussant and chair: “Liberalization, Gambling, Governing: Research from Zones of Shifting Governance.” Annual Meeting of the Law and Society Association, Las Vegas, NV.
- 2005 “Seminole Gaming, Housing, and the Social Meaning of Self-Determination.” Annual Meeting of the Organization of American Historians, San Francisco, CA.
- 2004 “Relational Sovereignty and Florida Seminole Casinos: Toward a Theory of Sovereignty as Interdependency.” Society for Cultural Anthropology Biannual Meeting on “Sovereignty,” Portland, Oregon.
- 2003 “Sovereignty as Interdependency: Florida Seminole Casinos, Law, and the Politics of Market Integration.” Annual Meeting of the Law and Society Association, Pittsburgh, PA.
- 2002 “Legacies: William Sturtevant, Florida Seminole Research, and Cultural Production.” Annual Meeting of the American Anthropological Association, New Orleans, LA.
- 2001 “Making and Breaking the Ties that Bind: Seminole Tribal Sovereignty in the Gaming Era.” Joint Annual Meetings of The American Ethnological Society, The Canadian Anthropology Society, and the Society for Cultural Anthropology, Montreal, Quebec.
- 2000 “Seminole Sovereignty as Cultural Production: Indian Gaming in the Sunshine State.” Annual Meeting of the American Anthropological Association, San Francisco, CA.
- 1998 “Citizenship, Locality and Civilian Crime Prevention in Manhattan’s 9<sup>th</sup> Precinct.” Annual Meeting of the American Anthropological Association, Philadelphia, PA.

#### **Invited Lectures, Symposium Presentations, and Workshop Presentations**

- 2020 “Water and Migration in the Florida Everglades.” To be presented at the symposium *Native/Immigrant/Refugee: Movements Across Contested Grounds* at the Center for Race and Gender, UC Berkeley. March 12-13.
- 2019 “Passions for Interests: Water and Rural Political Belonging.” Present at the Fluid Ecologies Conference, Stanford University.
- 2019 “Watershed: Rural Political Belonging and Ecosystem Restoration in the Contemporary United States.” Tod Spieker Colloquium Series, Department of Geography, UCLA
- 2018 “Passions for Interests: Water and Rural Political Belonging in America.” International Colloquium on The United States as an Ethnographic Field. French National Center for Scientific Research (CNRS) and EHESS (School for Advanced Studies in the Social Sciences), Paris, France.
- 2018 “Economy and Relationality: High-Stakes Indigenous Government Gaming at (Almost) 40.” University of Melbourne (Australia) Indigenous Settler Relations Collaboration.
- 2018 “Post Which Human? Feminism in These Anthropological Times.” Elaine Combs-Schilling Lecture, Columbia University’s Institute for Research on Women, Gender, and Sexuality.
- 2018 “Passions for Interests: Water and Rural Political Belonging in America.” New York Academy of Sciences.
- 2018 “High Stakes Gaming at (Nearly) 40: Research Provocations.” Harvard Project on American Indian Economic Development, Harvard University (Spring), and Native Nations Institute, Tucson, AZ (Fall).
- 2018 “High-stakes Gaming at (Nearly) 40: State of the Field.” University of Virginia American Indian Studies Symposium.
- 2018 “Post Which Human? Feminism in These Anthropological Times.” University of California, Davis, Department of Anthropology.
- 2017 “Of Climate and Chilling Effects.” Symposium presentation at “Interrogating the Histories and Futures of ‘Diversity’: Transnational Perspectives.” University of Michigan Department of Anthropology.
- 2016 Exhibition opening lecture for “Getting the Water Right: The Culture and Politics of Water in the Everglades,” Southeast Museum of Photography, Daytona, Florida.
- 2016 “Sovereignty, Settler Colonialism, Territoriality and Resistance: A Conversation.” Co-presented with Audra Simpson in the Mellon Sawyer Seminar in Comparative Global Humanities at Tufts University.
- 2015 “The Cultural Politics of Water in the Everglades and Beyond.” The 2015 Lewis Henry Morgan Lecture, University of Rochester. Video and transcript available at <http://haujournal.org/haunet/cattelino.php>
- 2015 “The Cultural Politics of Water in the Everglades and Beyond.” Department of Anthropology, University of California, Irvine.

- 2015 “Unsettling Nature: An Everglades Ethnography.” Working Group on Culture, Power, and Social Change, UCLA.
- 2014 “On Loving the Native: Invasive Species and the Cultural Politics of Nature.” Sawyer Seminar on the Environmental Humanities, UCLA.
- 2014 “Unsettling Nature: An Everglades Ethnography.” Department of Anthropology, University of California, Santa Cruz.
- 2014 “Unsettling Nature in the Florida Everglades.” Program in American Studies, Yale University.
- 2014 “Unsettling Everglades: Toward an Anthropology of Flourishing. Department of Anthropology, Tufts University.
- 2014 Discussant for Workshop on Ethnocultural Diversity, Religious Freedom and Forms of Claims-Making, Center for American Political Studies, Harvard University.
- 2014 “Unsettling Nature in the Florida Everglades.” The Ben Lillienthal Lecture, Amherst College Anthropology Department.
- 2014 “The Airborne Politics of Interdependency: Of Ash and Bagasse, Migratory Birds, and Hurricane-Traveled Critters in the Florida Everglades.” Presented in the workshop on Ethnography and Social Theory, Yale University Department of Anthropology.
- 2014 “Unsettling Nature in the Florida Everglades.” Presented in the Department of Anthropology, New York University.
- 2014 “The Cultural Politics of Nature in the Florida Everglades.” Presented in the Department of Anthropology, Brown University.
- 2013 “Unsettling Nature: Invasive Species in the Everglades.” Presented in the Agrarian Studies Colloquium Series, Yale University.
- 2013 “‘No such thing as money was any where known’: Money and the Politics of Indigeneity.” Presented to the Yale Group for the Study of Native America (YGSNA), Yale University (also presented to the faculty of the Amherst College Anthropology Department, 2014).
- 2013 “Unsettling Nature in the Everglades.” Presented to the Department of Anthropology, University of Minnesota
- 2013 “‘Getting the Water Right’: Valuation in the Florida Everglades.” Presented to the Center for the Study of Law and Society, University of California, Berkeley.
- 2011 “Unsettling Nature and ‘Getting the Water Right’ in the Florida Everglades. Presented to the Department of Anthropology, University of California, San Diego.
- 2010 “Settler Nature and ‘Getting the Water Right’ in the Florida Everglades.” Presented in the Department of Anthropology, University of Michigan.
- 2010 “‘Getting the Water Right’ in the Florida Everglades.” Presented in the Workshop on U.S. Locations, University of Chicago, Chicago, IL.
- 2010 “High Stakes: Florida Seminole Gaming and Sovereignty.” Presented at a brownbag luncheon and lecture at the Indigenous Nations Library Program, University of New Mexico, Albuquerque, NM.
- 2010 “Unsettling the Anthropology of the U.S.” Presented in the Department of Anthropology, CUNY Graduate Center, New York, NY.
- 2010 “Seminole Hard Rock and the Cultural Politics of the State-Society Divide.” Presented in the Department of Ethnic Studies, University of California—Berkeley, CA.
- 2010 “Seminole Territoriality and ‘Getting the Water Right’ in the Florida Everglades.” Presented in the Department of Anthropology, Duke University, Durham, NC.
- 2009 “Florida Seminoles and the Cultural Politics of the Everglades.” Presented in the School of Social Sciences, Institute for Advanced Study, Princeton, NJ.
- 2009 “Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity.” Presented at the Economic Sociology Workshop, Princeton University.
- 2008 “‘No such thing as money was any where known’: Preliminary Notes on Enlightenment Money and the Politics of Indigeneity.” Workshop on “Red Cents in Indian Country: Native Claims to Things.” Sponsored by the University of California-Irvine. Borrego Springs, CA.
- 2008 “‘One Hamburger at a Time’: Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock International.” Presented in the D’Arcy McNickle Center Seminar in American Indian Studies, The Newberry Library, Chicago, IL.

- 2008 “‘One Hamburger at a Time’: Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock International.” Presented at the Department of Anthropology, Princeton University.
- 2008 “Thinking Anthropologically about the U.S.” Presented at the After Hours Conversation series, Institute for Advanced Study, Princeton, NJ.
- 2008 “‘One Hamburger at a Time’: Seminole Hard Rock and the Fiscal Forms of Tribal Citizenship.” Presented at the joint Wenner-Gren Foundation and School for Advanced Research symposium on “Corporate Lives: New Perspectives on the Social Life of the Corporate Form,” Santa Fe, New Mexico.
- 2008 “Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity.” Boas Seminar, Columbia University Department of Anthropology.
- 2007 “Seminole Gaming.” Florida Center for Teachers (Florida Humanities Council) summer seminar *Meet the Indians: Florida’s Seminole and Miccosukee People*. Brighton Seminole Reservation. Presented to forty selected Florida teachers.
- 2007 “Racial Economies: The Social Meanings of Florida Seminole Casino Wealth.” Presented to the Advanced Critical Race Theory Seminar Workshop, UCLA School of Law.
- 2007 “Fungibility: Florida Seminole Casino Dividends and the Monetary Politics of Indigeneity.” Presented at the Workshop on United States Locations, University of Chicago.
- 2006 “High Stakes: Florida Seminole Casinos, Money, and the Everyday Practice of Sovereignty.” Presented at the Department of Anthropology, University of Wisconsin, Madison.
- 2006 “Raising the Stakes: Florida Seminole Casinos, Indigenous Sovereignty, and the Social Meanings of Money.” All-college lecture at Sarah Lawrence College, Bronxville, NY.
- 2006 “Florida Seminole Gaming, Money, and the Cultural Politics of Sovereignty.” Presented to the American Indian Studies Program, UCLA, Los Angeles, CA.
- 2006 “Seminole Citizenship From Termination to Casinos.” Presented at the Harry S. Truman Legacy Symposium on “Native Americans and American Indian Affairs during the Truman Presidency,” Key West, Florida.
- 2006 “The High Stakes of Florida Seminole Sovereignty in the Casino Era.” Presented in the Brownbag Series of the D’Arcy McNickle Center for American Indian History, Newberry Library, Chicago.
- 2006 “The Miss Seminole Pageant and Indigenous Overlapping Citizenship in the Casino Era.” Presented in the Gender Studies brownbag series, University of Chicago.
- 2006 “Betting on the House: Seminole Citizenship in the Casino Era.” Presented at the Native American Students Association brownbag series, University of Chicago.
- 2006 “Fungibility: Florida Seminole Tribal Casinos, Social Reproduction, and the Politics of Money.” Presented at the Money, Markets, and Consumption Workshop, University of Chicago.
- 2005 “High Stakes: Florida Seminole Casinos, Sovereignty, and the Social Meanings of Money.” Presented at the Department of Anthropology colloquium, Cornell University, Ithaca, NY.
- 2005 “Florida Seminole Casinos and Sovereign Interdependency.” Presented at the University of Chicago Comparative Colonialisms Workshop.
- 2005 “Casinos, Housing, and the Social Meanings of Seminole Sovereignty.” Presented at the UCLA Cultures of Capitalism Working Group, Los Angeles, CA.
- 2004 “High Stakes: Seminole Gaming, Tribal Sovereignty, and the Social Meanings of Casino Wealth.” Presented at the University of New Mexico, Department of Anthropology Midday Series.
- 2004 “Seminole Gaming and the Politics of Culture.” Presented at the Colloquium Series of the School of American Research, Santa Fe, NM.
- 2004 “High Stakes: Seminole Gaming, Tribal Sovereignty, and the Social Meanings of Casino Wealth.” Presented in the anthropology departments of Scripps College, Ball State University, University of Minnesota, and University of Chicago.
- 2004 “The High Stakes of Seminole Gaming.” Presented at the Santa Fe Chapter of the American Association of University Women.
- 2003 “The New Buffalo? Gaming in Seminole Country.” Presented at the Colloquium Series of the School of American Research, Santa Fe, NM.
- 2003 “Casino Roots: Twentieth-Century Seminole Economic Development.” Presented at the Symposium on the Economic Diversification of Gaming Revenues by American Indian Nations, Harvard Project on American Indian Economic Development, Kennedy School of Government, Harvard University.

**Invited Participation**

- 2018 Faculty, Anthropocene Campus Melbourne. Lead faculty of 5.5 hours of three-person co-led workshops on water for colleagues and PhD students.
- 2008 Executive Forum on Per Capita Distributions of Tribal Revenues, University of Arizona. Sponsored by the National Congress of American Indians Policy Research Center and the Native Nations Institute.

**Author Talks and Other Presentations to Non-academic Audiences**

- 2018 Panel participation in the UCLA Office for Equity, Diversity, and Inclusion's CrossCheck Live: "From Federal Law to UCLA's Codes of Conduct: How Sexual Harassment is Regulated".
- 2017, 2019 Presentation of research from Gender and Everyday Household Water Use, Symposia of the Grand Challenge on Sustainable Las Angeles, UCLA
- 2017 "AIRIE x PAMM: Getting the Water Right." Panel discussion focused on collaborative photographic and ethnographic exhibition with Adam Nadel. Also with the Superintendent of the Everglades National Park and others. Pérez Art Museum Miami. April 29.
- 2017 "Getting the Water Right: A Dialogue on Culture, Politics, and Water in the Everglades." Panel discussion focused on collaborative photographic exhibition with Adam Nadel. Featuring several ethnographic research participants/experts. Vizcaya Garage. Co-sponsored by the Vizcaya Museum & Gardens, the Florida Humanities Council, and the FIU Ecohumanities for Cities in Crisis Project. Funded in part through the Humanities in the Public Square Initiative of the National Endowment for the Humanities.
- 2015 Lecture on water and the Everglades to a Florida Humanities Council workshop in Clewiston, FL.
- 2012 "Journey Stories" keynote address at the opening of the Smithsonian Institution's exhibit at the Clewiston Museum, Clewiston, FL
- 2012 "Water: Why Culture Matters." Lecture presented to Florida teachers in the Florida Humanities Council workshop on *Earth Ethics: Florida Perspectives*. Corkscrew Swamp Audubon Sanctuary, Naples, FL
- 2012 Panelist on the public forum "Environmental Humanities Meets Public Policy." Held as part of the Florida Humanities Council workshop on *Earth Ethics: Florida Perspectives*, Florida Gulf Coast University, Fort Myers.
- 2012 Featured speaker, "Seminole Heritage Days," Clewiston Museum, Clewiston, FL
- 2012 "From Sawgrass to Sugarcane: Cultural Stories of the Everglades." Featured speaker, Gogebic Community College Federation annual luncheon, Bradenton, FL
- 2012 Launch of the "Big Read" 2012 program at the Clewiston Library, Clewiston, FL
- 2011 Talk for the NOMAD adult education symposium, in conjunction with the NOMAD TWO WORLDS exhibit, Pier 59 Studios West, Santa Monica, CA
- 2010 Gogebic County Community College, Ironwood, MI (my hometown institution)
- 2009 Seminole Tribal Fair, Seminole Tribe of Florida

**COURSES TAUGHT (UCLA)**

- Anthropology 3: Culture and Society (introduction to cultural anthropology, 210-400 students)
- Anthropology 19, Sem 5: #NoDAPL and the Cultural Politics of Water (1-credit freshman seminar, 12 students)
- Anthropology 157/Gender Studies 185: Sex and Money (undergraduate course, 85 students)
- Anthropology 203c: Core Seminar in Sociocultural Anthropology (graduate seminar)
- Anthropology 284P: Methods & Data Analysis (graduate seminar)
- Anthropology 249, Sem 2: Water (graduate seminar)
- Anthropology 297(8): The Cultural Politics of Nature (graduate seminar)
- Multiple directed graduate reading courses including on the anthropology of the U.S.; economic anthropology; materiality; citizenship; the cultural politics of water; race and indigeneity; and undergraduate reading courses on feminist theory and environmental anthropology

**COURSE TAUGHT (YALE)**



Settler Colonialism and Indigenous Peoples (junior seminar, 16 students)

### **COURSES TAUGHT (UNIVERSITY OF CHICAGO)**

Power, Identity, Resistance (undergraduate core course in the Social Sciences)

Conditions of Indigeneity (graduate and advanced undergraduate seminar)

Sovereignty, Citizenship, Nation (graduate seminar)

Money and Value (graduate seminar)

Native Peoples of North America (undergraduate/graduate, co-taught with Raymond Fogelson)

Economies of Sex and Gender (undergraduate/graduate lecture course)

Anthropological Methods (graduate seminar)

Locating the Anthropology of the U.S. (graduate seminar)

Directed graduate reading courses: the nation-state; gender & sexuality; tribal sovereignty; cultures of capitalism; and American Indian anthropology

### **RELATED EMPLOYMENT**

1999-2000 Project Assistant, Smithsonian National Museum of the American Indian, Film and Video Center, New York, New York.

1995 Archival Intern, Human Sexuality Collection, Div. of Rare Books and Manuscripts, Cornell Univ. Researched and catalogued pseudo-scientific monographs addressing sexuality. Co-authored public archival guide, authored research paper, compiled collection bibliography.

### **PROFESSIONAL AND UNIVERSITY SERVICE (SELECTED)**

- 2020 Onsite selection panel, President's Postdoctoral Fellowship Program, University of California Office of the President (Oakland, CA)
- 2018-pres Chair, Publications Subcommittee, American Indian Studies Center (lead journal open access initiative, renaming, and editor search)
- 2018-pres UCLA delegate to the University of California Academic Senate Assembly (systemwide)
- 2018-pres Advisory Committee, Tribal Learning Community & Educational Exchange, School of Law
- 2015-pres Core Faculty (one of four), UCLA Center for the Study of Women (organized research unit [ORU] administrative governance and planning participation, co-wrote 5-year-review self-study, participated in graduate student conference planning and selection, contributed to strategic planning, participated in staff hiring, contributed to development effort, worked collaboratively with other core faculty, professional staff, and student workers)
- 2015-pres Member, NAGPRA Committee, UCLA
- 2015-pres Member, Prize Committee, David M. Schneider Prize, American Anthropological Association
- 2009-pres Departmental service, Anthropology (member of several ad hoc tenure and promotion committees, search committees, admissions committee, diversity committee, standing review committee, awards committee, graduate curriculum committee—timeline available upon request)
- 2009- (var) Selection committees or reader for various UCLA programs: Mellon-Mays, McNair, American Indian Studies Center grants, Institute of American Cultures grants, Dissertation Year Fellowship, Graduate Research Mentorship Fellowship, Graduate Summer Research Mentorship, judge for Dean's Prize for Undergraduate Research Excellence in the Humanities, Arts, and Social Sciences, Chancellor's Award for Postdoctoral Research, etc. Systemwide: Center for New Racial Studies. Dates available upon request.
- 2010-pres Departmental service, Gender Studies (limited service included membership on two ad hoc tenure & promotion committees, an endowed chair search committee, admissions committee once)
- 2019 External reviewer, Department of Anthropology, University of California, Berkeley
- 2009-11, 2012-2019 Advisory Committee, American Indian Studies Center, UCLA
- 2017-2019 Advisory Committee, American Indian Studies Interdepartmental Program, UCLA
- 2017-2019 Executive Committee, Institute of American Cultures (ethnic & Indigenous studies centers)
- 2015-2019 Center for the Study of Women Advisory Committee (Chair 2015-16)
- 2013 & 2019 University Ad hoc committee charged by Committee on Academic Personnel

- 2017-18 Member, UCLA Campus Expansion Task Force (chancellor-charged)
- 2014-17 Graduate Council, UCLA Academic Senate (Chair, 2016-17; Vice Chair, 2015-16; Member or Ex Officio Member of Fellowships and Assistantships Committee, Committee on Degree Programs, Ad Hoc Committee on Graduate Student and Postdoctoral Fellow Wellbeing, Administrative Committee; Ex Officio member of various university committees; chair or co-chair of exit meetings for all graduate-degree-granting departmental reviews; progress review meetings and closures for departmental reviews)
- 2016-17 Executive Board, UCLA Academic Senate (*ex officio* member)
- 2015-17 Associate Director, Center for the Study of Women, UCLA
- 2016 Member, Search Committee for Associate Dean of the Graduate Division, UCLA
- 2016 Member, Eight-Year Program Review Committee, UCLA Departments of Mechanical & Aerospace Engineering and Chemistry & Biochemistry
- 2015-2018 Editorial board, *Political and Legal Anthropology Review (PoLAR)*
- 2015-18 Member, Prize Committee, Annette Kolodny Environmental Studies Prize, American Studies Association
- 2015-16 Secretary, Society for the Anthropology of North America
- 2015-16 Member, Advisory Committee for the Associate Dean for Equity, Diversity, and Inclusion in the Division of the Social Sciences
- 2015 Member, Eight-Year Program Review Committee, UCLA Department of Public Policy
- 2014-15 Chair, Search Committee for the Director of the American Indian Studies Center, UCLA
- 2014-15 Chair, Faculty Advisory Committee, American Indian Studies Center, UCLA
- 2010-14 Treasurer (and Board Member), Society for Cultural Anthropology, American Anthropological Association
- 2012-13 Open Access Task Force, Society for Cultural Anthropology, American Anthropological Association
- 1993-2013 Board Member, Telluride Association, a nonprofit foundation (\$40+ million endowment) that operates educational projects integrating academics with democratic living.  
 President, Telluride Association Board of Directors (2004-2006).  
 Chaired committee administering a high school summer program in the Afro-American Studies Department, Indiana University (1996-98).  
 Chaired committee launching a scholarship house at the University of Michigan (1998-2000).  
 Chaired numerous other committees, including Development and Budget.
- 2012 Selection Committee, Delmos Jones and Jagna Sharff Memorial Book Prize, Society for the Anthropology of North America, American Anthropological Association
- 2010-11, 2012-13, 2017-18 Coordinator, UCLA Anthropology working group on Culture, Power, and Social Change
- 2012-13 Member, Penny Kanner Endowed Chair search committee, UCLA Department of Gender Studies
- 2011-12 Consulting Scholar on the Clewiston Museum's Florida Humanities Council grant to develop local content for the Smithsonian Institution's Museum on Main Street project
- 2011 Organizing committee (and panel commentator), symposium on Race and Sovereignty, UCLA School of Law
- 2010-11 Committee on Educational Initiatives in the Social Sciences, UCLA
- 2010 Selection and program committee, Dean's postdoctoral fellowship for Social Science in Practice, UCLA
- 2007-08 Founding faculty sponsor, University of Chicago Workshop on American Locations
- 2006-08 University of Chicago liaison to the Committee on Institutional Cooperation (CIC) American Indian Studies Consortium
- 2006-08 Chicago Working Group member, Teagle Foundation and Human Rights Program initiative (faculty collaboration with Carleton College and Macalester College).
- 2005-07 Faculty co-sponsor, University of Chicago workshops on Comparative Colonialisms (2005-06) and Money, Markets, and Consumption (2005-2007).

- 2003-04 Association for Feminist Anthropology Board of Directors, American Anthropological Association (Student Board Member)  
 1996-2003 Anthropology Graduate Student Association, New York University. President, 1997-98.

Ongoing

Editorial Boards:

*Cultural Anthropology*  
*Feminist Anthropology*  
*Critical Gambling Studies*

Reviewer:

Article and book manuscripts:

*American Anthropologist* (2008, 2016, 2017), *American Ethnologist* (2006, 2011, 2012, 2014, 2015), *American Journal of Sociology* (2008), *Comparative Studies in Society and History* (2010, 2011), *Critique of Anthropology* (2013), *Cultural Anthropology* (2011, 2013, 2014, 2019), *Current Anthropology* (2011), *Decolonization: Indigeneity, Education & Society* (2018), *Feminist Online Review* (2019), *Humanities* (2016), *International Journal of Critical Indigenous Studies* (2009), *Journal of the Anthropology of North America* (2019), *Journal of the Royal Anthropological Institute (JRAI)* (2010), *Law and Social Inquiry* (2008), *Law & Policy Review* (2004, 2008), *Journal of Anthropological Research* (2007, 2009), *Museum Anthropology* (2006), *NAIS: Native American and Indigenous Studies* (2018), *Peasant Studies* (2016), *PoLAR* (2012, 2015, 2017), *Peasant Studies* (2016), *PoLAR* (2015, 2017), *Research in Economic Anthropology* (2018), *Rural Sociology* (2008), *North American Dialogue* (2013), *Transforming Anthropology* (2011), *Western Historical Quarterly* (2015), Cambridge University Press (2010 prospectus), Cornell University Press (2009 book), Duke University Press (2007, 2009, 2010, 2018, 2019 books), Princeton University Press (2013 prospectus + chapter), School of American Research Press (2007, 2009 books), Stanford University Press (2008, 2009 books), University of Arizona Press (2005 books), University of California Press (2015 prospectus + chapters, 2015 & 2018 book), University of North Carolina Press (2008 prospectus; 2009, 2011, 2012, 2016, 2017 books), Wiley-Blackwell (2011 prospectus), Yale University Press (2012, 2014, 2015 books)

Grant and fellowship review (selected):

Wenner-Gren Foundation (2008, 2009)  
 National Science Foundation panel, Law and Social Sciences (2011, 2014)  
 Howard Foundation Fellowships (2016-17)  
 University of California Presidential Postdoctoral Fellowship (2018, 2019, 2020)

Book Manuscript Workshop Participant (Invited)

Thomas Ozden-Schilling, Johns Hopkins University  
 Eleana Kim, University of California, Irvine  
 Erin Debenport, UCLA Department of Anthropology  
 Hannah Appel, UCLA Department of Anthropology  
 Shannon Speed, UCLA Departments of Gender Studies and Anthropology  
 Mishuana Goeman, UCLA Department of Gender Studies  
 Narges Erami, Yale University 2014

Tenure and Promotion (List of universities available upon request)

Member: American Anthropological Association (Sections: Association for Feminist Anthropology, American Ethnological Society, Association of Political and Legal Anthropology, Society for Cultural Anthropology, Anthropology and the Environment); American Studies Association; Native American and Indigenous Studies Association; American Association of University Women; Law and Society Association

**RESEARCH INTERESTS:** The politics of indigeneity and settler colonialism. The anthropology of citizenship, sovereignty, and nation. Environment, water. Ethnography of the United States and Native North America. The Florida Everglades. Money and value. Gender and family.



## CURRICULUM VITAE

**Jaye T. Darby, Ph.D.**  
**jdarby@ucla.edu**

### GRADUATE EDUCATION:

Ph.D., Education, University of California, Los Angeles, Curriculum Specialty, Theater Cognate

M.Ed., University of California, Los Angeles, Curriculum and the Study of Schooling

### *Professional Interests*

Transformation and activist scholarship in secondary and higher education: transformative humanities and arts education (Social Studies, English/Language Arts, and Theater), curriculum studies, and instructional leadership for diversity and inclusion; sociocultural theory and learning; social and cultural foundations, Ethnic and Gender studies; Indigenous performance and theater, with a focus on Native and First Nations works; Native education.

### PROFESSIONAL EXPERIENCE:

**Fall 2013-Present**      Lecturer, Teacher Education Program  
**Fall 2009-Spring 2013**    Faculty Advisor/Lecturer, Teacher Education Program  
**Fall 2008 - Spring 2009**    Lecturer, Graduate School of Education and Information Studies,  
**Fall 2006-Fall 2007**      University of California, Los Angeles

Taught graduate and undergraduate courses in the Center X Teacher Education Program with a focus on urban education, social justice, inclusion, and diversity: Psychological Foundations of Education; Educational Psychology; Language Structure, Acquisition, and Development; Methodologies for English Language Learners; Social Foundations and Cultural Diversity in American Education. Developed and taught Social Foundations and Cultural Diversity in American Education: Ethnic Studies Emphasis. Also taught Secondary Resident Seminars, including Instructional Decision Making, Knowledge and Inquiry in the Classroom, and Curricular Decision for Humanities and Social Studies teams. Redesigned and taught three undergraduate courses in the Education Studies Minor Program to include transformative curriculum and culturally diverse perspectives: Teaching Profession, Early Childhood Education, and Women in Higher Education.

**Late Spring/Early Summer 2008**    Visiting Research Fellow, Institute for the Study of the Americas,  
 School for Advanced Studies, University of London, England.  
 Research Topic:  
 Re/Casting the American West: Native Theater and Broadway Reconsidered

**Fall 2010 -**              Co-Director, Project HOOP, Center X, Teacher Education Program,  
**Fall 2006 - 2010**    American Indian Studies Center, University of California, Los Angeles

**Fall 2000 -**              Assistant Professor and Co-Director, Project HOOP, Teacher Education,  
**Spring 2006**    College of Education, San Diego State University, San Diego, California

Redesigned and taught graduate courses in the M.A. program in Curriculum and Instruction to focus on diversity within broader social, cultural, historical, and political contexts: Advanced Problems in Instruction, Sociocultural Foundations of American Education, and Change in Education. Developed and taught two arts and learning courses: Reading and the Arts, and Seminar in Teacher Education: Arts and Learning. Taught credential courses in the Single Subject Secondary Credential program: Humanistic and Social Aspects of Teaching and General Methods. Taught undergraduate course, Introduction to Multicultural Education.

**Fall 2004 - Spring 2006** Buyout and leave to work at the American Indian Studies Center, University of California, Los Angeles, on Native higher education issues, U.S. National Native Performing Arts Needs Assessment, and program development in Native theater for Project HOOP.

**Fall 1997 - Summer 2000** Assistant Researcher (University of California Professional Research Series), and Co-Founder and Co-Director, Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development), an initiative to advance Native theater and performing arts artistically, academically, and professionally, American Indian Studies Center, University of California, Los Angeles

Co-Founder and Co-Director of Project HOOP, a multidisciplinary program to serve Native communities through the performing arts, advance Native theater and performance in tribal colleges, universities, and K-12 schools, support community and economic development, and further professional theater, funded by the W. K. Kellogg Foundation as part of their "Capturing the Dream": Native American Higher Education Initiative. Engaged in research on culturally responsive programs in postsecondary education for Native American students.

**Summer 1997** Visiting Assistant Researcher, California Reading and Literature Project, Graduate School of Education and Information Studies, University of California, Los Angeles

Engaged in research and professional development for teaching secondary reading in the content areas and broadening the teaching of diverse literature and drama through the Internet.

**1996-1997** Center X Postdoctoral Scholar and Lecturer, Graduate School of Education and Information Studies, University of California, Los Angeles

Developed the seminar curriculum and provided field support for first-year secondary teachers in English, ELD/ESL, Language Arts, and Social Studies in culturally diverse urban schools. Participated in the M.Ed. Portfolio assessment of M.Ed. candidates in Center X's Resident Teacher Education Program. Developed and taught graduate course: Resident Seminar. Co-taught credential and graduate courses: Educational Psychology and Instructional Decision Making. Engaged in community-based research on culturally diverse theater education and Native American education. Co-developed Project HOOP.

**1992-Present** Consultant and Researcher (selected)

American Indian Studies Center, University of California, Los Angeles  
(Summer 2001, 2002, 2003, 2004, 2005, 2006, 2007, and 2008)  
Engaged in further program development for Project HOOP.

American Indian Studies Center, University of California, Los Angeles (Spring 1997)  
Co-developed the program and wrote the grant proposal for Project HOOP.

Cantwell-Sacred Heart of Mary High School, Montebello, California (Fall 1996)  
Co-developed professional development workshops on Multiple Intelligence and cognitive learning theories.

The Galef Institute, Los Angeles, California (1992-1995)  
Reviewed current theories and research on the roles the arts, especially drama, play in learning.

**1992-1996** Field Work Supervisor in the Teacher Education Program:  
Research Assistant for special projects, Teaching Assistant for selected courses  
Graduate School of Education and Info. Studies, University of California, Los Angeles

Supervised and mentored student teachers in English, Language Arts, Drama, ELD/ESL, Sheltered English (SDAIE), Social Studies, Art and Music, grades 6-12, in diverse Los Angeles area public schools. Co-developed the CLAD/BCLAD Experimental Document for UCLA's Urban Teacher Education and M.Ed. Program for the State of California Commission on Teacher Credentialing. Designed and conducted drama in education workshops.

**1994** Beverly Hills Unified School District: English, Drama, and GATE Teacher,  
**1984-89** El Rodeo School, 1984-85, 1994; English Teacher, Beverly Hills High School,  
**1982-83** 1985-89 (on leave 1987-89); Horace Mann School, 1982-83, Beverly Hills, California

Taught grades 6-10, including English, Drama, and Creative Writing. Developed culturally diverse, interdisciplinary approaches for teaching secondary English and Language Arts, including English Language Learners. Integrated drama in education approaches in secondary English and Language Arts. Represented Beverly Hills Unified School District as a teacher leader and cadre member of the California Literature Project.

**1991-92** Las Virgenes Unified School District: School Improvement Coordinator and Teacher, Lindero Canyon Middle School, Agoura Hills, California, designated U.S. Department of Education Distinguished School and a California Distinguished School

Served on the leadership team as the School Improvement Coordinator. Taught sixth grade GATE Language Arts/Social Science (LASS). Developed and piloted sixth grade inclusive drama for students of all ability levels—Special Education through GATE.

**1990-91** Education Programs Assistant: Director, The Folger Library Shakespeare Education and Festivals Project, a National Diffusion Network Developer Demonstrator Project, validated and funded by the U. S. Department of Education, The Folger Shakespeare Library, Washington, D.C.

Set policies and restructured The Folger Library's national English and drama in education festivals program, grades 4-12, to increase equity in arts and humanities education. Served as a liaison between The Folger Library and the U.S. Department of Education. Administered a national dissemination program, oversaw a federal grant budget, and assisted and supervised certified trainers. Expanded the program's base from the mid-Atlantic and Northeast regions to include rural and urban areas in California, Idaho, Oklahoma, Oregon, Mississippi, North Carolina, West Virginia, and Wyoming, and urban schools in Berkeley, California; Denver, Colorado; Baltimore, Maryland; and Hampton, Virginia. Planned and conducted drama in education professional development workshops in the Washington D.C. area and across the United States. Worked with State Facilitators across the country to evaluate and certify four national demonstration sites. Supervised the development of multi-method evaluation instruments, including targeted case studies, for three-year impact data and oversaw the collection of qualitative and quantitative data. Wrote a four-year grant proposal which received funding from the U.S. Department of Education.

**1987-90** Theater Student, Washington, D.C. (Leave project for Beverly Hills U.S.D., 1987-89)

Studied at the Shakespeare Theatre at the Folger, Horizons Theatre, George Washington University, and Georgetown University. Developed multidisciplinary approaches for diverse theater education.

**1983-84** Las Virgenes Unified School District, Calabasas, California  
**1977-82** English Department Chairperson, 1979-82; Tenth Grade Lead Teacher, 1977-79, Calabasas High School; English and GATE Teacher, Calabasas High School, 1977-82, 1983-84.

Wrote curricula, developed and piloted culturally diverse, multidisciplinary instructional materials and taught all levels of English, grades 9-12, including tenth grade honors and GATE, British Literature, World Literature,

American Literature, and Creative Writing. Designed and piloted drama in education approaches for secondary English. Served on numerous district curriculum committees, including K-12 English Subject Matter Committee. As department chairperson, supervised and mentored new teachers, served on leadership committees, developed policy recommendations, made school board presentations, and administered the English Department program.

## PUBLICATIONS:

### BOOKS

#### CO-AUTHORED

Darby, Jaye T., Courtney Elkin Mohler, and Christy Stanlake. *Critical Companion to Native American and First Nations Theatre and Performance: Indigenous Spaces*. London: Methuen Drama, 2020.

#### CO-EDITED

Geiogamah, Hanay, and Jaye T. Darby, Eds. *American Indian Performing Arts: Critical Directions*. Los Angeles: UCLA American Indian Studies Center, 2010.

Darby, Jaye T., and Stephanie Fitzgerald, Eds. *Keepers of the Morning Star: An Anthology of Native Women's Theater*. Los Angeles: UCLA American Indian Studies Center, 2003.  
Second printing, 2005. (Introduction by Jaye T. Darby)

Geiogamah, Hanay, and Jaye T. Darby, Eds. *American Indian Theater in Performance: A Reader*. Los Angeles: UCLA American Indian Studies Center, 2000. (Introduction by Jaye T. Darby)

Geiogamah, Hanay, and Jaye T. Darby, Eds. *Stories of Our Way: An Anthology of American Indian Plays*. Los Angeles: UCLA American Indian Studies Center, 1999.

### CHAPTERS AND JOURNAL ARTICLES

Darby, Jaye T. "'Civilization' and Its Transgressions on the Old Shawnee Trail: Lynn Riggs's *Out of Dust*." In *Enacting Nature: Ecocritical Perspectives on Indigenous Performance*, edited by Birgit Däwes and Marc Maufort. Dramaturgies: Textes, Cultures et Représentations/Texts, Cultures and Performances Series. Bruxelles: P.I.E.-Peter Lang, 2014.

Darby, Jaye T. "'People with Strong Hearts'": Staging Communitism in Hanay Geiogamah's Plays *Body Indian* and 49." *Native American Performance and Representation*, edited by S. E. Wilmer, 155-170. Tucson: University of Arizona Press, 2009.

Darby, Jaye T. "Into the Sacred Circle, Out of the Melting Pot: Re/Locations and Homecomings in Native Women's Theater." In *Unmaking Race, Remaking Soul: Transformative Aesthetics and the Practice of Freedom*, edited by Christa Davis Acampora and Angela L. Cotten, 247-263. Albany, NY: State University of New York (SUNY) Press, 2007.

Darby, Jaye T. "Broadway (Un)Bound: Lynn Riggs's *The Cherokee Night*." *Baylor Journal of Theatre and Performance* 4, no. 1, Nations Speaking: Indigenous Performances Across the Americas Special Issue (Spring 2007): 7-23.

- Darby, Jaye T. "Re-Imagining the Stage: Tradition and Transformation in Native Theater." In *The Color of Theater: Race, Ethnicity, and Contemporary Performance*, edited by Roberta Uno with Lucy Mae San Pablo Burns, 61-81. London: Continuum Press, 2002.
- Darby, Jaye T. "'Come to the Ceremonial Circle': Ceremony and Renewal in Hanay Geiogamah's 49." In *American Indian Theater in Performance: A Reader*, edited by Hanay Geiogamah and Jaye T. Darby, 195-223. Los Angeles: UCLA American Indian Studies Center, 2000.
- Catterall, James S., and Jaye T. Darby. "Cognition, Community, and Assessment: Toward *Integrated Inquiry* on Drama in Education." In *Drama and Theatre in Education: Contemporary Research*, edited by John Somers, 148-158. North York, ON: Captus University Publications, 1996.
- Darby, Jaye T., and James S. Catterall. "The Fourth R: The Arts and Learning." *Teachers College Record* 96, no. 2 (Winter 1994): 299-328.
- Darby, Jaye T., ed. "Coming to Terms with the Los Angeles Riots and Public Education in Los Angeles: A Time for Reflection and A Time for Action." In *South-Central Los Angeles: Anatomy of An Urban Crisis*, edited by Allen J. Scott and E. Richard Brown, 89-117. Working Paper No. 6. Los Angeles, CA: The Lewis Center for Regional Policy Studies, UCLA, June 1993.

#### REVIEWS

- Darby, Jaye T. Review of *The People Have Never Stopped Dancing: Native American Modern Dance Histories*, by Jacqueline Shea Murphy. *American Indian Culture and Research Journal* 33, no. 1 (2009): 174-177.
- Darby, Jaye T. Review of *A Broken Flute: The Native Experience in Books for Children*, edited by Doris Seale and Beverly Slapin. *American Indian Culture and Research Journal* 30, no. 2 (2006): 145-148.
- Darby, Jaye T. Review of *The Cherokee Night and Other Plays*, by Lynn Riggs. *American Indian Culture and Research Journal* 28, no. 3 (2004): 130-133.
- Darby, Jaye T. Review of *American Gypsy: Six Native American Plays*, by Diane Glancy. *American Indian Culture and Research Journal* 28, no. 1 (2004): 83-85.
- Darby, Jaye T. Review of *Jump Kiss: An Indian Legend*, by Diane Glancy, as performed by Native Voices at the Autry, Los Angeles. *Theatre Journal* (May 2003): 327-329.
- Darby, Jaye T. Review of *American Indian Stereotypes in the World of Children: A Reader and Bibliography*, 2<sup>nd</sup> edition, by Arlene Hirschfelder, Paulette Fairbanks Molin, and Yvonne Wakim. Forward by Michael A. Dorris. *American Indian Culture and Research Journal* 25, no. 1 (2001): 149-151.
- Darby, Jaye T. Review of *Teaching the Native American*, 4<sup>th</sup> edition, by Hap Gilliland, *American Indian Culture and Research Journal* 24, no. 2 (2000): 199-202.
- Darby, Jaye T. "'Tales That Have No Beginning or End': Cultural Convergences and Postcolonial Possibilities in M. G. Vassanji's Novels." *Islam in America* 3, no. 3 (Fall 1996): 1-10.



## PROGRAM NOTES

Darby, Jaye T. Program Notes for *The Trial of One Short-Sighted Black Woman vs. Mammy Louise and Safreeta Mae*. Written by Marcia Leslie and directed by Beverly Robinson. UCLA School of Theater, Film, and Television, Freud Playhouse, March 10-18, 2000.

**PROFESSIONAL PAPERS, PRESENTATIONS, AND WORKSHOPS (selected):**

“Conversation with the Co-Authors” about *Critical Companion to Native American and First Nations Theatre and Performance: Indigenous Spaces*, Jaye T. Darby, Courtney Elkin Mohler, and Christy Stanlake, Department of Theater, University of California, Los Angeles, February 27, 2020.

“Transforming Pedagogy through Forging New Theatre Communities with Project HOOP,” Staging Native Presence: Transforming University Theatre Programs Panel, LatinX, Indigenous, and the Americas (LIA) Focus Group, Association for Theater in Higher Education (ATHE) Conference, Boston, MA, August 3, 2018. (Paper read by Christy Stanlake.)

“Transformation and Native Theater,” American Indian Studies 10, University of California, Los Angeles, December 4, 2013.

“Crossing the Color Line/s of the Great White Way: Lynn Riggs's Transformative View of Native American Theater,” Theorizing Native Theatrical Presence & Aesthetics: Spotlight on the Work of Lynn Riggs (Cherokee), 35th Conference for Comparative Drama, Loyola-Marymount University, Los Angeles, CA, March 26, 2011.

“Discussion of *American Indian Performing Arts: Critical Directions*,” Multidisciplinary Focus—Black Theatre Association, American Theatre and Drama Society, and Latina/o Focus Group—Session: “Spotlighting New Work by ATDS, BTA, and LFG Authors,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 6, 2010.

“How the West Was Lost: Native Theater and Hollywood Triumphantism,” Theatre and Social Change Focus Group Session: “(Re)Turning the Hollywood Gaze: Native Theater On Its Own as Sites of Survival, Places of Remembrance, and Spaces of Transformation,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 5, 2010.

“Honoring Our Origins and People: Project HOOP and the Transformative Synergy of Native Communities, Performance, and Scholarship,” American Theatre and Drama Society Session: “Survivance and Scholars: Decolonization and Persistence in Native Theatre and Academia,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 4, 2010.

“Performing Community and Enacting Transformation in Native American Theater,” Panel Cosponsored by the American Theatre and Drama Society (ATDS): “Theorizing Aesthetics, Ceremony and Community in Native American Theater Studies,” 34th Comparative Drama Conference, Loyola Marymount University, Los Angeles, CA, March 27, 2010.

“Re/Casting the Ideology of the Westward Movement: Lynn Riggs’s *Out of Dust*,” American Theatre and Drama Society Panel: “Re/Casting, Re-Membering, (Re)Building, Redeeming: Four Acts of Native Performance Culture that Challenge American Theatre History, Dramaturgy, Venues, and Images,”

Association for Theatre in Higher Education (ATHE) Annual Conference, New York, NY, August 11, 2009. (Paper read by Christy Stanlake.)

“Native Theatre and Re/Visions of the American West,” United States Seminar, Institute for the Study of the Americas, School of Advanced Studies, University of London, England, May 13, 2008.

“Broadway (Un)Bound: Lynn Riggs’s *The Cherokee Night*,” Session Organized by the Association for the Study of American Indian Literatures: “Genre and Form in American Indian Poetry and Drama,” American Literature Association Annual Conference on American Literature, San Francisco, CA, May 26, 2006.

“Workshop on the Process of Organizing a Native American Theater and Performing Arts Project in a Tribal Community” (with Courtney Elkin). Project HOOP National Gathering 2006: The Second Half, UCLA, August 25, 2006.

“Project HOOP (Honoring Our Origins and People),” 28<sup>th</sup> Annual California Conference on American Indian Education: “Educating Tomorrow’s Leaders,” San Diego, CA, April 14, 2005.

“Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Across Communities, Across Borders,” Theatre as a Liberal Art Panel: “Pedagogy and Outreach in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, Toronto, Canada, July 31, 2004 (Paper read by Dianne Reyner.)

“Laughing Back in Drew Hayden Taylor’s Native Comedy: (Re)Mediation of Identity Politics and New Spaces for First Nations and European Canadian Relations,” Canadian Literature in English Discussion Group Session: “Rethinking Native Canadian Literatures,” Modern Language Association (MLA) Annual Convention, San Diego, CA, December 28, 2003.

“Native Theater Across Communities, Across Disciplines: Project HOOP’s Multi-Model Design,” Multidisciplinary Session: “Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Multidisciplinary Directions in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, San Diego, CA, July 25, 2002.

“Native Theater as Sacred Play,” Religion and Theatre Session: “The Spirit World in the New Millennium: Spirituality in Native Theatre’s Theory and Practice,” Association for Theatre in Higher Education (ATHE) Annual Conference, Chicago, IL, August 3, 2001.

“(Re)Locations in Native Theater: Negotiating and Performing Native Landscapes within Urban Spaces,” Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) Panel, Modern Language Association (MLA) Annual Convention, Washington D.C., December 28, 2000. (Abstract and highlights presented by Bonnie TuSmith.)

“‘Respect for All That Is’: Project HOOP and Ceremonial Dramaturgy,” Dramaturgy Session “Honoring the Circle: Keeping the Stories: Issues in Native Theater Dramaturgy,” Association for Theatre in Higher Education Annual (ATHE) Conference, Washington, D.C., August 5, 2000. (Paper read by Edit Villarreal.)

“A Funny Thing Happened to Multicultural Education on the Way to the Schoolhouse,” California Association for Philosophy of Education (CAPE) Spring Meeting, Stanford University, Palo Alto, CA, May 6, 2000.

“Out of the Box and Into the Circle: Project HOOP as Transformative Theater,” Theatre and Social Change Session: “Opening the Stage: Native Theater as Transformational Curriculum and Pedagogy” Session, Association for Theatre in Higher Education Annual Conference, Toronto, Canada, July 30, 1999.

“Opening Worlds: Attending to the Complexity of Cultural Diversity by Drawing on Cultural Psychology and Multiple Intelligence Theory,” Keynote Address, Museum Educators of Southern California (MESOC) Summer Institute, Huntington Library, Art Collections, and Botanical Gardens, San Marino, CA, July 23, 1998.

“Bridging Theory and Practice: Generating Collaborative Expertise Workshop,” Museum Educators of Southern California (MESOC) Summer Institute, Huntington Library, Art Collections, and Botanical Gardens, San Marino, CA, July 23, 1998.

“Chitra Banerjee Divakaruni: Vision of Liberation, [Re]visions of Independence,” Twenty-Second Annual Chancellor’s Conference on Composition and Literature, University of California, Los Angeles (UCLA), December 6, 1997.

“Approaching Social and Political Dramaturgical Issues in *The Cherokee Night* by Lynn Riggs,” Theater 103F, Native American Theater, UCLA Department of Theater, February 12, 1996.

“Production Issues in *The Cherokee Night* by Lynn Riggs,” Theater 103F, Native American Theater, UCLA Department of Theater, February 14, 1996.

“Every Classroom is a Stage: Integrated Approaches for Literature, Social Studies, and Theatre Arts, Grades 3-12,” Teacher Education Program Seminar, UCLA Graduate School of Education, February 24, 1994, March 3, 1994, and November 23, 1994.

“Making Connections Through Theatre—Learning Theory and Practice from a Student-Centered Perspective—A Focus on Sheltered English,” Washington Preparatory High School Staff Development, UCLA Graduate School of Education, January 27, 1994.

“The Folger Library Shakespeare Education and Festivals Project Training: San Diego City Schools,” The Old Globe Theatre, San Diego, CA, February 5, 1993.

“Put the Arts Back into Language Arts,” California Elementary Education Association, Fall 1992 Language Arts and Literature Conference, Anaheim, CA, October 19, 1992.

National Diffusion Network Workshops for the Folger Library Shakespeare Education and Festivals Project: York County School of the Arts, Williamsburg, VA; The College of Idaho, Caldwell, ID; Denver Public Schools, Denver, CO; Bishop McGuinness High School, Oklahoma City, OK; Malcolm X Elementary School, Berkeley, CA; and Beverly Hills High School, Beverly Hills, CA, 1991-1992.

“Take a Bow: Shakespeare in Performance for All Students,” The American Alliance for Theatre and Education in Cooperation with the Association for Theatre and Disability Annual Conference, Crystal City, VA, August 2, 1991.



“Shakespeare for All Students,” The American Alliance for Theatre and Education Pre-Conference Event: “Bringing Shakespeare to Life,” The Folger Shakespeare Library, Washington, D.C., July 31, 1991.

“Shakespeare in Performance, Elizabethan Theatre, and Costumes—A Hands-on Approach,” Folger Shakespeare Library and District of Columbia and Fairfax County Public Schools (VA), tours and workshops for elementary and secondary students, October 1990 - June 1991.

### **MAJOR GRANTS (selected):**

Co-Writer, Co-Developer, and Co-Director, Project HOOP, Ford Foundation. Award of \$150,000 for two years (2007-2009, no-cost extension through 2010) to the American Indian Studies Center, University of California, Los Angeles.

Co-Writer, Co-Developer, and Co-Director, Project HOOP, Ford Foundation. Award of \$249,800 for two years (2004-2005, no-cost extension through 2007) to the American Indian Studies Center, UCLA.

Lead Writer, Co-Developer, and Co-Director, Project HOOP, Fund for the Improvement of Postsecondary Education (FIPSE) at the U.S. Department of Education. Award of \$500,778 for three years (2000-2003, no-cost extension through 2005) to the American Indian Studies Center, UCLA.

Lead Writer, Co-Developer, and Founding Co-Director, Project HOOP, “Capturing the Dream”: Native American Higher Education Initiative, the W. K. Kellogg Foundation. Award of \$500,195 for three years (1997-2000, no-cost extension through 2002) to the American Indian Studies Center, UCLA.

### **ACADEMIC AND PROFESSIONAL SERVICE:**

#### **University of California, Los Angeles**

Affiliated Faculty, American Indian Studies Center, Fall 2008 - Present.

Member, Faculty Executive Committee (FEC), Graduate School of Education & Information Studies, Fall 2015-Spring 2017.

Member, CTC Accreditation Subcommittee, Teacher Education Program, Fall 2016-Spring 2017.

Member, Ethnic Studies Committee, Teacher Education Program, Spring 2015-Spring 2016.

Member, Admissions Committee, Teacher Education Program, Spring 2011-Winter 2017.

Member, Leadership Committee, Teacher Education Program, 2012-2015.

Member, Elementary Faculty Advisor Search Committee, Teacher Education Program, Spring 2015.

Member, Social Studies Faculty Advisor Search Committee, Teacher Education Program, Spring 2015.

Chair, Culturally Connected Caring Committee (formerly Cultural Competence) Committee, 2012-2014.

Member, English Faculty Advisor Search Committee, Teacher Education Program, Spring 2013.

Master's Thesis Committee, American Indian Studies, 2013-2014.

Mentor, American Indian Studies Program, 2010-2013.

Member, Community Committee, Teacher Education Program, 2011-2012.

Member, Advisory Committee, Self-Supporting Master's Degree Program (MA) in Education, Globalization, and Social Justice, proposed by Professor Carlos Alberto Torres, Graduate School of Education & Information Studies, 2012-2013.

Participant, Uncommon Conversations, "How Students Talk about Culture, Language, and Literacy," a grant supporting collaboration between Graduate School of Education & Information Studies and Social Science faculty. Spring 2012.

Moderator and Coordinator, "Arts and Activism Panel," Educating for Social Justice: Collaborative Critical Praxis Conference, Teacher Education Program, Center X, May 2, 2012.

Moderator and Coordinator, "Progressive Pedagogy Panel: Transformative Arts and Humanities," Educating for Social Justice: Collaborative Critical Praxis Conference, Teacher Education Program, Center X, May 19, 2011.

American Indian Studies Center Institute of American Cultures (IAC) Coordinator, Spring 2005-Spring 2006.

Mentor, American Indian Studies Program, Fall 2004-Spring 2005.

### **San Diego State University**

Chairperson, College of Education Policy Council, Fall 2001-Spring 2004.

Interim Coordinator, Graduate Program Council, School of Teacher Education, Spring 2003.

Member, Graduate Program Council, School of Teacher Education, Fall 2002-Spring 2004.

Member, Philip Halfaker Memorial Outstanding Student Teacher Award Selection Committee, Spring 2002.

Member, School of Teacher Education, Governance Task Force, Winter 2000-Spring 2002.

Member, Philip Halfaker Memorial Outstanding Student Teacher Award Selection Committee, Spring 2001.

### **Service for the Community**

Associate Editor, Native American Performance and Critical Studies Series, UCLA American Indian Studies Center Publications, 1999-2011.

Book Reviewer, *American Indian Culture and Research Journal*, 1999-2009.

Session Coordinator, Theatre and Social Change Focus Group Session: “(Re)Turning the Hollywood Gaze: Native Theater On Its Own as Sites of Survival, Places of Remembrance, and Spaces of Transformation Session, Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 5, 2010.

Co-Host, Project HOOP National Gathering 2006: The First Half, “Playwrights, Dancers, and Tribal Communities,” University of California, Los Angeles, March 23-25, 2006.

Co-Host, 3<sup>rd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Strengthening Our Communities through Theater and Performing Arts,” University of California, Los Angeles, December 2-5, 2004.

Co-Host, 2<sup>nd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Performing Arts and the Tribes in the New Millennium,” University of California, Los Angeles, June 4-7, 2003.

Moderator, “Native Performing Arts & Youth: Projections for a Living Future,” with students in the Project HOOP Native Theater Summer Session at Haskell Indian Nations University, 2<sup>nd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Performing Arts and the Tribes in the New Millennium,” University of California, Los Angeles, June 5, 2003.

Session Coordinator, Multidisciplinary Session: “Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Multidisciplinary Directions in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, San Diego, CA, July 25, 2002.

Chair, “Native Theatre in the 1990s: New Venues, New Challenges,” American Theatre and Drama Society Panel, Association for Theatre in Higher Education (ATHE) Annual Conference, Chicago, IL, August 4, 2001.

Session Coordinator, Dramaturgy Panel: “Honoring the Circle: Keeping the Stories: Issues in Native Theater Dramaturgy,” Association for Theatre in Higher Education (ATHE) Annual Conference, Washington, D.C., August 5, 2000.

Presenter, “RAIN! Retention of American Indians Now! — A Student-Initiated Model,” with Tiffani Devine, Second University of California Conference on Achieving Graduate Student Diversity, UCLA, November 12, 1999.

Mentor, RAIN! (Retain American Indians Now!), UCLA American Indian Student Association Retention Program, 1997-1999.

Project Associate, UCLA Imagination Project, Graduate School of Education and Information Studies, 1996-1997.

**PROFESSIONAL AFFILIATIONS:**

American Educational Research Association

Association for the Study of American Indian Literatures

Association for Theatre in Higher Education

Modern Language Association

**HONORS:**

*Who's Who in America, 70<sup>th</sup> Edition*

Phi Beta Kappa

# Mishuana R. Goeman

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## EDUCATION

M.A., 2000, Ph.D., 2003 Stanford University, Modern Thought and Literature, Stanford, CA  
Dissertation: “Unconquered Nations, Unconquered Women: Native Women Writers (Re)Mapping Race, Nation, and Gender.” Committee: Professor Yvonne Yarbro-Bejarano (Chair), Professor Mary L. Pratt, Professor Richard White, and Professor Elaine Jahner.

B.A, Dartmouth College, English Literature and Native American Studies, 1994, Hanover, NH

University College of London, Study Abroad, English Department, Fall and Winter, 1992-1993

T.R.I.B.E.S. Program, Colorado State University, Fort Collins, CO, Summer 1990

## EMPLOYMENT

University of California Los Angeles, 2009-present Los Angeles, CA  
Associate Professor, Step III, Gender Studies  
Affiliated Faculty, Critical Race Studies, UCLA School of Law, 2018- present  
Special Advisor to the Chancellor on Native American and Indigenous Affairs, 2018- present  
Chair of American Indian Studies, 2017-2020  
Associate Director, American Indian Studies Research Center, 2010-11, 2016- present  
Vice Chair of Gender Studies, 2013-2017  
Interim Director, American Indian Studies Research Center, July 2015-December 2015  
Dartmouth College, 2004-2009 Hanover, NH  
Assistant Professor, English Literature and Native American Studies. Associated courses in Women and Gender Studies and Film and Television.  
Stanford University, 1996-2003 Stanford, CA  
Lecturer in Native American Studies and Comparative Studies in Race and Ethnicity; Instructor for the Program in Writing and Critical Thinking; Research Assistant; English Department Teaching Assistant; and Intern and Writing Instructor for the American Indian Immersion Program.

## GRANTS/FELLOWSHIPS/AWARDS

Institute of American Cultures Research Award for “*Carrying Our Ancestors Home: Digital education Project on NAGPRA and repatriation*,” UCLA, \$4179.

Mellon and Clement’s Center Collaboration, *Indian Cities*, September and April, 2018-2019

Institute of American Cultures Social Justice Award, *Carrying Our Ancestors Home*, Fall 2018, \$1500

UCHRI Collaborative Research Residency Grant, Co-Pi, *Words of Wild Survival*, Participant, Summer 2018

Research Excellence Award, Dean of Social Science and Center for the Study of Women, 2017-2018, \$3000

Social Justice Institute, Institute of American Cultures, 2018, \$1500

Interdisciplinary Funding Competition Award for COAH, Co-PI, \$5000

Institute of American Cultures and Center for the Study of Women Research Excellence Award, 2017, \$5000

Center for Digital Humanities Award for MILA, 2015, \$2,000

UC Humanities Research Institute Engaging Humanities for MILA, \$20,036

UC New Racial Studies Research Grant for MILA, 2014-2015, \$12,500

Distinguished Alumni Award, Stanford University 2013

Institute of American Cultures Dream Fund Grant for Mapping Indigenous L.A., Co-PI, 2013, \$49, 862

Book Honored at American Association of Geography Perspectives on Women 2013

Center for the Study of Women Grant 2012, \$2000

Recipient of the Hellman Grant 2012

AISRC Mini-Grant Award: Sovereignities and Settler Colonialisms Working Group 2011

UCLA Faculty Career Development Award, 2010-2011

UCLA Council on Research, Research Enabling Grant, Summer 2010

Honorable Mention, Woodrow Wilson Fellowship, Princeton, NJ 2007

Dartmouth Junior Faculty Fellowship, Dartmouth College, Hanover, NH 2007-08

Dartmouth Active Learning Institute, Dartmouth College, Hanover, NH, August 2006

Newberry Library Short-Term Research Fellow, Susan Kelly Power and Helen Hornbeck Tanner Fellowship, Chicago, IL, 2005-2006

Rockefeller Classroom Enhancement Grant, 2005, 2006, 2007

Feldman Award for most outstanding publication contributing to social change. Groves Conference on Marriage and Family: Native Americans Dealing with Change: Identity, Economics, Environment, Washington, DC, 2005

University of California Presidential Post-doctoral Fellow, Berkeley, 2003-2005

Research Institute of Comparative Studies in Race and Ethnicity Graduate Dissertation Fellowship, Stanford University, CA, 2001-2002

Institute for Research on Women and Gender Graduate Dissertation Fellowship, 2001-2002

Stanford Dean's Graduate Community Service Award, 2000

John Milton Oskison Graduate Student Writing Award, 1999, 2000

Hedgebrook Writing Residency, 2000

Outstanding Mentoring Award from Stanford American Indian Organization, 2000, 2002, 2003

Stanford American Indian Alumni Community Service Award, 1999

## PUBLICATIONS

### Monographs

*Mark My Words: Native Women Mapping Our Nations*, University of Minnesota Press, 2013.

Reviews: *American Indian Cultures and Research Journal*, *American Indian Quarterly*, *American Quarterly*, *Association for the Studies of American Indian Literatures*, *Canadian Literatures*, *Cartographica*, *Educational Studies Journal: A Journal of the American Educational Studies Association*, *Great Plains Quarterly*, *Journal of Historical Geography*, *MELUS*, *Native American and Indigenous Studies Journal*, *The Middle Ground Journal*, *Signs*, *Social and Cultural Geography*, *Wicazo Sa*.

### Digital Publications

*Mapping Indigenous Los Angeles*, Co-PI, permanently hosted in social science UCLA, [www.mila.ss.ucla.edu](http://www.mila.ss.ucla.edu), October 12, 2015.

*Carrying Our Ancestors Home: Digital Education Project on NAGPRA and Repatriation*, Co-PI, hosted in American Indian Studies Center, [coah-repat.com](http://coah-repat.com), May 1, 2019.

### Editorships

Guest Editor, special issue on "Indigenous Performance: Upsetting the Terrains of Settler Colonialism." *American Indian Cultures and Research Journal*, 34.5, Fall 2011.

Guest Co-Editor (with Jennifer Denetdale), special issue on "Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities," *Wicazo Sa* 24.2, 2009.

### Peer Reviewed Articles and Publications

"Combahee River Collective Statement: A 40<sup>th</sup> Anniversary Retrospective," Invited Contributor, eds. Judy Tzu-Chun Wu and Kristen Koblenz, *Frontiers*, 38.1, Fall 2017.

"Indigenous Transnational Feminisms," Co-authored with Hokulani Aikau, Maile Arvin, Mishuana Goeman, Scott Morgensen, *Frontiers: A Journal of Women's Studies*, 36.3, Fall 2015, 84-126.

"Flirtations at the Intersections: Unsettling Liberal Multiculturalism in Helen Lee's *Prey*," *Critical Ethnic Studies*, 1.1, Spring 2015, 117-144.

"Tools of a Cartographic Poet: Joy Harjo's Poetry and the (Re)mapping of Settler Colonial Geographies," *Settler Colonial Studies*, 2.2, Summer 2012, 69-88.

"Introduction to Indigenous Performance: Upsetting the Terrains of Settler Colonialism," Special Guest Editor for *American Indian Cultures and Research Journal*, 34.5, 2011, 3-18.

"Notes Towards a Native Feminism's Spatial Practice." *Wicazo Sa* 24.2, 2009, 169-187.

(With Jennifer Denetdale), "Introduction: Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities," *Wicazo Sa* 24.2 (2009): 9-13.

"From Place to Territories and Back Again: Centering Storied Land in the discussion of Indigenous Nation-building." *International Journal of Critical Indigenous Studies* 1.1, 2008, 23-34.

"(Re)Mapping Indigenous Presence on the Land in Native Women's Literature." *American Quarterly* 60.1 2008, 295-302.



## Book Chapters

- “On-going Storms and Struggles: Sexual Violence and Resource Exploitation in *Solar Storms*,” *Critically Sovereign: Indigenous Gender, Sexuality and Feminist Studies*, ed. Joanne Barker, Duke University Press, 99-126, 2016.
- “Native Foundations and Interventions in Feminist Theory and History,” *Sources and Methods in Indigenous Studies*, eds. Jeanie O’Brien and Chris Anderson, Routledge Press, 2016, 185-194.
- “Indigeneity, Gender, and Sexuality” *Macmillan Interdisciplinary Handbooks: Gender: Sources, Perspectives, and Methodologies*, eds. Nicole Fleetwood and Iris van der Tuin, Macmillan Press, 2016, 151-165.
- “Land as Life: Unsettling the Logics of Containment” *Keywords in Native American Studies*, eds. Lani Teves, Michelle Raheja, Andrea Smith, University of Arizona Press, 2015, 71-89. (Updated Reprint)
- “Disrupting a Settler Grammar of Place in Hulleah Tsinnahjinnie’s ‘Photographic Memoirs of an Aboriginal Savant’,” in *Theorizing Native Studies*, eds. Audra Simpson and Andrea Smith, Duke University Press, Spring 2014.
- Calhoun, Anne, Goeman, Mishuana, Tsethlikai, Monica. “Chapter 25: Achieving Gender Equity for Native Americans,” in *Handbook for Achieving Gender Equity Through Education*, eds. Sue S. Klein and Patricia Ortman, Lawrence Erlbaum Associates, April 2007: 525-552.

## In Progress

- Settler Aesthetics and Spectacle of Originary Moments: Terrance Malick’s the New World*, Indigenous Film Series, Eds. Randolph Lewis and David Shorter, University of Nebraska Press, Under Advanced Contract, (Monograph).
- “Community Resilience, “Contested” Spaces, and Indigenous Geographies,” Dean Olson, Allison Fischer Olson, Brenda Nichols, Wendy Teeter, Mishuana Goeman and Maylei Blackwell, *Esri Resilient Maps*, In press, Spring 2019, (Book Chapter, Forthcoming Spring 2019).
- “‘You Tell me your Stories, and I will tell you mine...’: Witnessing and Combatting Native Women’s Extirpation in American Indian Literature,” *Biopolitics – Geopolitics – Sovereignty – Life: Settler Colonialisms and Indigenous Presences*, eds. Rene Dietrich and Kerstin Knopf, Duke University Press, Forthcoming, (Book Chapter).
- “Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” *Indian Cities: Histories of Urbanity*, Eds. Blansett, Cahill, Needham, Oklahoma University Press, in progress, (Book Chapter).
- Keywords for Gender and Sexuality Studies*, Eds. Aizura, Bahng, Chavez, Goeman, Jackson, Musser, Thompkins, Under Review, (Anthology Editor).
- Disrupting Visual Terrains and Settler Grammars*, in progress, (Monograph).

## Book Reviews, Magazines, Professional On-line, Interviews

- “Mapping Indigenous Los Angeles: Excavating the Sacred Spaces of City,” *The Funambulist: Politics of Space and Bodies*, 20, November-December, 2019.
- “Book Review: Say We Are Nations: Documents of Politics and Protest in Indigenous America since 1887. By Daniel M. Cobb,” *American Indian Cultures and Research Journal*, 41.1, 2017, 117-118.
- “Mapping Indigenous LA: Uncovering Native Geographies through Digital Storytelling,” A Blog of the American Historical Association, Ed. Kritika Agarwal, August 9, 2016.
- “UCLA Project Maps LA’s Indigenous Communities,” Katherine Davis Young, KPCC and SCPR, Radio Interview, April 19, 2016.
- “Book Review: *Creative Alliances: The Transnational Designs of Indigenous Women’s Poetry* (Norman: University of Oklahoma Press, 2014),” *Transmotion Journal*, 1.1, Spring 2015, 104-106.
- Interview, Mark My Words, New Books in Native American Studies, Andrew Epstein, September 2, 2013.
- “Book Review: *Rainy River Lives: Stories Told By Maggie Wilson*,” *Journal of Anthropological Research*, 66.4, Winter 2010, 561-562.
- “Nativision: Technology and the Future of Indigenous Education,” in *Winds of Change*, 19.1 (2004): 20-24.



“Taking Care of the Smallest Drums: Native American Women and Cardiovascular Disease,” in *Winds of Change*, 19.3 (2004): 20-23.  
 Film Consultant for American Storytellers, *Yellow Woman* by Leslie Marmon Silko, 1999, San Francisco, CA.

### Invited Presentations

- “Writing New Worlds,” Closing Plenary Panel, National Women’s Studies Association, San Francisco, CA, November 14-16, 2019.
- “Beyond Settler Apologies: Land Grant Universities and Indigenous Futures,” Keynote, *Engaged Humanities: and Partnerships between Academia and Tribal Communities*, University of Oregon, November 8-9, 2019.
- “Embodied Sovereignty, Sovereign Mobility,” Keynote, 13th Max and Iris Stern International Symposium, Indigenous Women, Embodiment and Sovereignty, The Musée d'art contemporain de Montréal, Montreal, Canada, October 5, 2019.
- “Interdisciplinary Research, Transformative Praxis & Generative Change,” Plenary Speaker, *An Exploration of Interdisciplinary Research: Scholarship, Transformative Praxis and Generative Change*, Stanford Race, Inequality, Language, and Education School, October 19, 2019.
- “Beyond Settler Landscapes and Grammars,” Invited Speaker, *Settler Colonialism in the United States*, Center for Arts and Society Carnegie Mellon, September 7, 2019.
- “Beyond Settler Landscapes and Grammars,” Keynote, Mapping Out Geographies: Bridging Disciplines Across Physical and Ideological Landscapes, University of California Riverside, April 26, 2019.
- “Buffalo: Indian Cities,” *Indian Cities: Histories of Indigenous Urbanism*, Invited Speaker, New York University, April 11-12, 2019.
- “Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” Invited Speaker, Hydro-Symposium, Mellon Sawyer Seminar Energy Justice in Global Perspectives, February 15, 2019.
- “Turning the Spectacle: Imagining Indigenous Futures, Killing Colonial Pasts,” Invited Speaker, University of Winnipeg, Manitoba, February 13, 2019.
- “Indigenous Mapping and the Digital Humanities,” Invited Speaker, Whittier College, Nov 1, 2018.
- “#Me Too: Epistemic Violence: Razing the Monumentalism that Marks Us for Death” Invited Speaker, City University of New York, October 5, 2018.
- “Razing the Monumentalism that Marks Us for Death: Cinematic Geographies on MMIW documentary films,” Invited Speaker, University of New Mexico, September 19, 2018.
- “Words of Wild Survival: Wombs, Wastelands, and Water,” Symposium Presenter, University of California Irvine, September 14, 2018.
- “Native Feminists Anti-Colonial Toolbox, The Digital Terrain, and Working with Tribal Communities,” Contemporary *Feminisms: Indigenous Feminisms*, University of North Carolina, April 5, 2018
- “Beyond the Grammar of Settler Apologies,” Keynote, *Here We Are: Spatial Embodiment and Place Annual Conference*, Creighton University, Omaha, NE, March 23, 2018.
- “Anticolonial Tools, The Digital Terrain and Working with Tribal Communities,” Surfacing the Unseen, Information Studies, UCLA, November 2, 2017.
- “Building Capacity for Learning on the Move Workshop,” Commentator/Presenter, Vanderbilt University, Nashville, Tennessee, June 13-15, 2017.
- “Special Consideration of Indigenous Data Sources in Mapping,” “Policy Forum: The Governance of Indigenous Data, UCLA, May 17-18, 2017.
- “‘You Tell me your Stories, and I will tell you mine...’: Witnessing and Combatting Native Women's Extirpation in American Indian Literature,” *Citizenship on the Edge: Sex/Gender/Race*, University of Pennsylvania, Philadelphia, PA, May 5, 2017.

- “New Directions in Mapping Urban Indigenous Communities: Public Participation and Public Knowledges,” Plenary speaker, *Mappings for Social Justice: Approaches with new Media and the Digital Humanities*, Yale University, March 2-3, 2017.
- Indigenous Choreographers at Riverside Program, Respondent to Rosalie Jones, *Dancing the Four Directions* and Rosy Simas, *Skin(s)*, UC Riverside, California, November 2, 2016.
- “Unsettling Terrains: Theory, Embodiment, and Praxis,” Modern Critical Theory Colloquium Speaker, University of Urbana-Champaign, IL, October 17, 2016.
- “Performing Dispossession: Rosy Simas and Hydroelectric Power,” Keynote at Performing Cartography Conference, Dance and Theater Department, York University, Ontario CA, April 17-18, 2016.
- “Gendered Geographies and Dispossession,” Political Science Colloquium Speaker, University of Hawaii, Manoa, April 1, 2016.
- ““Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” Keynote, The Society for Radical Geography, Spatial Theory, and Everyday Life, Mills College and UC Berkeley, March 4, 2016.
- “Recognition Issues: Critical Legal, Historical and Economic Perspectives on Federal Recognition and Indigenous Governance,” Panel Participant, University of Hawaii, Manoa, November 12, 2015.
- “Electric Lights, Tourist Sights: Gendering Biopolitics and Niagara Falls,” Keynote, Biopolitics-Geopolitics-Sovereignty-Life: Settler Colonialisms and Indigenous Presence in North America,” Mainz, Germany, June 25-27, 2015.
- “Indigenous Women and Feminist Approaches,” Invited Speaker, Presidential Panel NAISA, Washington DC, June 5, 2015.
- “UCCNRS: MILA a Work in Progress with Unlimited Potential,” UC San Diego, May 11, 2015.
- “Electric Lights, Tourist Sights: Biopolitics and Niagara Falls,” Foundational Violences Conference, Race and Gender Studies Center, UC Berkeley, April 11, 2015.
- “Mapping Indigenous LA: Digital Storytelling, Turning the Narrative Rightside Up,” The World Upside Down Conference, UC Merced, April 10-11, 2015.
- “Inter/disciplinarity: Modern Thought and Literature,” Stanford University, April 9, 2015.
- “Collaborating on the Mapping Indigenous LA Digital Project,” Invited Speaker, Territorial Roots, Diasporic Routes: Native American and Indigenous Dialogues in the Americas, University of Texas, Austin, April 3, 2015.
- “Debt and Dispossession,” Undisciplined Feminisms, San Francisco State University, California, October 2, 2014.
- “Indigenous Feminisms Roundtable,” Plenary, Transnational Feminism Summer Institute, University of Ohio, July 6-11, 2014.
- “The Exiles and Exiled NDNZ,” Fowler Programs, UCLA, Discussant, May 22, 2014.
- “Routed Stories, Native Geographies and Allied Work: Land, Body, Water,” Keynote Address, *Locating (Sac)red Geographies: Landscape Memories and Sacred Time*, Indigenous Scholars Symposium, University of Washington, May 2, 2014.
- “Mark My Words: Relocation and Termination in Los Angeles,” California State, Long Beach, April 16, 2014.
- “Routed Stories, Native Geographies: Land, Body, Water,” Keynote Address, *Dreaming To Knowledge: Acorn Eaters in Transnational Waters*, UC Davis, April 18, 2014.
- “On-going Storms and Struggles: Trauma and Resource Exploitation in Solar Storms” Invited Panelist, Society for Novel Studies, University of Utah, April 5, 2014.
- “Trafficking in Culture: Mishuana Goeman and Amy Lonetree,” UNM Indigenous Book Fair, New Mexico, February 19-20, 2014.
- “Bringing Native American and Indigenous Studies to Claremont Colleges,” Panelist, Claremont Colleges, CA, February 6, 2014.
- “Mark My Words: Native Women Mapping and Neoliberalism,” University of Southern California, American Studies and Ethnicity, ASE Commons, January 29, 2014.

- Author meets Critic Discussant for Heid Erdrich, "Written in Blood: Poetics and Nationhood," UCLA, January 28, 2014.
- "Mark My Words: Dineta, Mobility and Gendered Geographies" University of New Mexico, November 16, 2013.
- "Undisciplining Feminisms Working Group," UC Santa Cruz, October 10-12, 2014.
- "Mark My Words Author meets Critic: Mishuana Goeman and Jessica Cattelino," UCLA Gender and American Studies, Spring 2013.
- "'She can map herself like a country she discovers': Gendered Geographies and Narrative Markings in Native Women's Literature," Invited Participant for Re-Membering Native America: Bodies Archives, and Communities, Rutgers University, NJ, February 15, 2013.
- "Queer Indigenities Unsettling Settler Colonialisms," moderator, Queer of Color Genealogies Conference, UCLA, October 18, 2012.
- "The Seventeenth Science in Japan Forum: Routes of Indigenous Research," Invited Convener and Organizer, Japanese Society for the Promotion of Science, Washington, DC, July 12, 2012.
- "Native Ontologies and Epistemologies as Praxis," Introduction and Respondent, Japanese Society for the Promotion of Science, Washington, DC, July 12, 2012.
- "Keywords in Critical Ethnic Studies," University of California Riverside, Critical Ethnic Studies Research Center, May 23, 2012.
- "Respondent to Lorenzo Veracini, Editor of Settler Colonialism Studies," The Postcolonial Literature and Theory Colloquium, UCLA, April 27, 2012.
- "Indigenous Choreography Residency: Respondent to Jack Gray and Rulan Tangen and Tanya Lukin Linklater's Dance Performance and Installation," Culver Center for the Arts, Riverside, CA, April 19, 2012.
- "The Spectacle of 'Originary': Moments in *The New World* (2005) and *Twilight of the God/Te Keremutunga o nga Atua* (1996)," University of Southern California, American Studies Department and Ethnicity, April 11, 2012.
- "The Spectacle of 'Originary' Moments in *The New World* (2005) and *Twilight of the God/Te Keremutunga o nga Atua* (1996)," Scripps College Humanities Institute, April 3-4, 2012.
- "GRRR(L) Futures: Subcultures of Rebellious Women," Respondent and Moderator, Thinking Gender Conference, UCLA, February 3, 2012.
- "We Still Live Here *As Nutayunean*," Respondent and Moderator, Autry National Center, Community Cinema and American Indian Cultural Days, December 4, 2011.
- Mark My Words*, First Peoples, First Nations Manuscript Workshop, Sacramento, CA, May 2011.
- "Itinerant Affiliations: Closing Roundtable Discussant," Invited by Mellon Program "Cultures in Transnational Perspective, Annual Conference, UCLA, April 15-16, 2011.
- "Disrupting a Settler Grammar of Place in the 'Photographic Memoirs of an Aboriginal Savant'," Invited participant in Theorizing Native Studies Workshop, Columbia University, New York, Fall 2010.
- "Dismantling the Texts and Scales of Settler-Possession: The Visual Memoir of Hulleah Tsinnahjinnie," Fear of a Feminist Planet: Global and Indigenous Feminisms Speakers Series, Pomona College, CA, Fall 2010.
- "Common Biases and Gender Issues in the Entertainment Industry," Discussant, Women and Entertainment Symposium, University of California Los Angeles Law School, 2010.
- "Indigenous Peoples' Rights in the International Human Rights Framework – A Comfortable Fit?" Discussant, University of California Los Angeles Law School, CA, 2010.
- "Bearing Witness: The Ethos of Sexual Violence against Native Women," Sexual Violence and Native Women Week, Northern Arizona University, AZ, Fall 2009.
- "From Place to Territories and Back Again: Centering Storied Land in the Discussion of Native Nation-building," Keywords in Native American Studies Symposium, University of Michigan, MI, Winter 2008.
- "Notes Toward a Native Feminisms Spatial Practice," Native Feminisms Conference, University of Illinois, Urbana-Champaign, IL, Spring 2006.

- Chicano and Native Dialogues, Invited Speaker at University of Michigan, MI, Spring 2006.
- “Native Feminisms and Native Spaces,” Feminist Studies Inquiry Group, Dartmouth College, Hanover, NH, Spring 2006.
- “The Gendered Dynamics of Colonial Spatial Restructuring and Spatial Decolonization,” Invited Speaker for the Indigenous Cartographies and Representational Politics Conference, Cornell University, Ithaca, NY, Winter 2006.
- “Spatializing the Histories and Futures of Indigenist Women’s Activism,” Plenary Speaker, Indigenist Women and Feminism: Culture, Activism, Politics Conference, Edmonton, Canada, Fall 2005.
- “Mapping New Terrains in Native Literary Criticism,” American Indian Studies Colloquium, Cornell University, NY, Spring 2005.
- “A Map to the Next World: The Poetics of Joy Harjo,” Poetics Workshop Stanford University Humanities Center, Mellon Foundation, Fall 2002.
- “Race, Sexuality, and California History in Greg Sarris’s *Watermelon Nights*,” Race and Sexuality Humanities Center Workshop, Stanford University, Spring 2000.

### Conference Presentations

- “Embodied Sovereignities, Sovereign Mobility,” Native American and Indigenous Studies Conference, Hamilton, New Zealand, June 20, 2019.
- “Women of Color, Borderlands, and Indigenous Feminisms: Reflections on the Combahee River Collective,” Panelist, National Women’s Studies Association, November 18, 2018.
- “Making (More) Space for Indigenous Feminisms,” Chair/Commentator, Native American and Indigenous Studies Conference, Vancouver, BC, June 24, 2017.
- “Colonial Unknowing and Biopolitics,” Chair and Commentator, American Studies Association, Denver, Colorado, November 19, 2016.
- “Parenting while Academic: Strategies Challenges, Proposals,” Invited Roundtable Participant, American Studies Association, Denver, November 18, 2016
- “Native Feminist Theories of Settler Colonialism, Survivance and Change,” Panelist, National Women’s Studies Association, Montreal, Canada, November 12, 2016.
- “Mapping Indigenous LA: Digital Storytelling at UCLA,” Presenter, California Indian Conference, UC San Diego, October 20, 2016.
- “Reflections from the Consortium,” Summer Institute for Global Indigenous Studies, University of Washington, June 26, 2016.
- “Sovereign Mobilities: Razing the Geographies and Monumentalizing Marking Us for Death,” Native American and Indigenous Studies Conference, Honolulu, HI, May 21, 2016.
- “Imperial Memory, U.S. Colonialism and the Politics of Racialization,” Chair and Commentator, World Political Science Association, San Diego, CA, March 25, 2016.
- “Indigenous Publics: Academic Freedom and Decolonial Scholarship,” forum for the Indigenous Literatures of the United States and Canada, Modern Language Association, Austin, TX, January 7, 2016.
- “Cinematic Geographies in films on the Murdered and Missing Indigenous Women: Razing the Monumentalizing that Marks Us for Death,” panel on *Murdered and Missing Women*, American Studies Association, Toronto, Canada, 2015.
- “Intimate Dangers: Colonialism and Sovereignty,” Chair, Commentator, NAISA, Washington, DC, June 4-7.
- “ASA Minority Scholars Committee: Race Indigeneity, and Structures of Work: Teaching Indigenous Studies in Settler Colonial Contexts,” Organizer, Chair, Commentator, American Studies Association, Los Angeles, CA November 8, 2014.
- “Respondent to ‘Our Lady of Ecstasy: The Pleasures and Pains of Katherine Tekakwitha’s Bodily Mortification,’ Early American Caucus, American Studies Association, Los Angeles, CA November 7, 2014.
- “Heteronormative Constructions of Electric Lights and Tourist Sights in Niagara Falls,” panelist and co-organizer of *Masculinity, Domestication, and the Visual Apparatus of the Settler State*, NAISA, University of Texas, TX, May 29-31, 2014.



- “Mobilizing Against Settler Colonialism: Idle No More and Allied Dissent,” American Studies Association, Washington DC, November 24, 2013.
- “Mapping Decolonization: Spatial Justice and the Importance of Native Places,” Organizer of Roundtable, Critical Ethnic Studies, Chicago, IL, September 19-21, 2013.
- “Cinematic Geographies and Unsettling Violent Terrains in Native Filmmaking,” panelist and Chair of Indigeneity and the Spaces of Colonial Violence, Native American and Indigenous Studies Conference, Saskatoon, CA, 2013.
- “Affective (re)mapping in Heid Erdrich’s Poetic Disinterment of National Monumentalism,” panel organizer and participant, American Studies Association, Puerto Rico, 2012
- “The Spectacle of Originary Moments in *The New World* (2005) and *Twilight of the God*/Te Keremutunga o nga Atua (1996),” panel organizer, “Open in the event of colonialism: Native Feminist Analysis and Settler Colonialism, Native American and Indigenous Studies Conference, Mohegan Reservation, CT, June 4, 2012.
- “Affective (re)mapping in Heid Erdrich’s Poetic Disinterment of National Monumentalism,” Versus Verses, Native American and Indigenous Studies Conference, Sacramento, CA, May 22, 2011.
- “The Visual Terrain of Settler Colonial Spatial Violence,” Critical Ethnic Studies and the Future of Genocide, UC Riverside, Riverside, CA, March 2011.
- “Repatriating Desire With in the Colonial Cartographies of Knowledge Production,” Chair and Discussant, Critical Ethnic Studies and the Future of Genocide, UC Riverside, Riverside, CA March 2011.
- “Witnessing and Accountability: Sexual Violence against Native Women,” National Women’s Studies Association Conference, Denver, CO, Fall 2010.
- “Performing Immigrant and Native Bodies and Decolonizing Cinematic Geographies in Helen Lee’s *Prey*,” American Studies Association, San Antonio, TX, Fall 2010.
- “The Cinematic Geography’s of *A Woman’s Mind* in the works of Shelley Niro,” Organizer of roundtable Niro with the Iros Salon, Native American and Indigenous Studies Conference, Minneapolis, MN, Spring 2009.
- “Creating ‘Fields of Care’ and Dismantling the Spaces of Settler Colonialism,” American Studies Association, Albuquerque, NM, Fall 2008.
- “Creating ‘Fields of Care’ and Dismantling the Spaces of Settler-Colonialism,” Indigenous Studies Today: Theorists We Live By Panel, Native American and Indigenous Studies Conference, Athens, GA, Spring 2008.
- “‘It was a Good Day for Us’: The 1920’s, Race and Wealth in *A Pipe for February* and *The Great Gatsby*,” American Literature Association, Boston, MA, Fall 2007.
- “Creating Canons, Colonizing Space: Mediating National Terrains in Haudenosaunee Literature,” Panel Organizer, Haudenosaunee Geographies, Literatures, and Enunciations, Native American and Indigenous Studies Conference, May 2007.
- “Decolonizing Gendered and Colonial Space In Linda Hogan’s *Solar Storms*,” American Studies Association, Oakland, CA, Fall 2006.
- “Native Feminisms Without Apology,” New England American Studies Association, Portland, ME, Summer 2006.
- “(Re)Mapping the Terrains of Literary Criticism,” Panel Organizer of Layering Literary Geographies, American Studies Association Annual Conference, Washington D.C., Fall 2005.
- “Mapping Urban Ethnic Citizenship in *Prey*,” Reading Race in Violent Spaces, Annual MELUS Conference, Chicago, IL, Spring 2005.
- “Mapping Sovereign Spaces in Indian Country,” UC Presidential Spring Meeting, Lake Arrowhead, CA, Spring 2004.
- “(Re)Mapping Space in Native Cultural Production,” Moving Beyond Sovereignty, Race, and Citizenship: Theorizing Indigenous Autonomy in the 21<sup>st</sup> Century, Society for Cultural Anthropology, Portland, OR, Spring 2004.
- “‘As it was’: E. Pauline Johnson’s Mapping of Canadian Citizenship,” Native American Literature Symposium, Mystic Lake, MN, Spring 2004.

- “Sovereignty, Space, and the *Reservation X* exhibit,” New Voices in Indigenous Research Conference, U.C. Berkeley, CA, Spring 2004.
- “Spatial Metaphors and American Indian Literary Criticism,” Modern Language Association, San Diego, CA, Winter 2004.
- “From The Ground On Up: Joy Harjo and the Politics of Globalization,” Midwestern Modern Language Association, Minneapolis, MI, Fall 2002.
- “From The Ground On Up: Joy Harjo and the Politics of Globalization,” (Dis)Junctions Conference, U.C. Riverside, CA, Spring 2002.
- “Savage Contradictions: U.S Mapping of Difference in Indian-Curios and Indian Criminals,” Annual Stanford University Native American Research Forum, Stanford, CA, Winter 1999.
- “Native American Women and Progress: A Threat to Imperialist Rationality?,” Annual Stanford University Native American Research Forum, Stanford, CA, Spring 1998.

### **Community Workshops, Presentations and Advising**

- Lake Arrowhead Faculty Lecturer, UCLA, July 30-August 6, 2019.
- Campaign for College Opportunity, “State of Higher Education in California: American Indian and Alaskan Native,” Advisory Expert, April 30, 2019- present
- “ArtChangeUS Cultural Equity Summit,” April 17, 2019, Advisory Committee for ReMap LA, Advisory Board, 2018-present.
- LA LEAP Mapping committee, 2018-present
- “Research in American Indians Studies,” Summer Transfer Program, UCLA, July 2017, 2018
- “Mapping Indigenous Los Angeles,” Invited Panelist, Indigeneity at Google, Mt. View, CA, March 30, 2018.
- Tongva Cultural Education Workshop for 3<sup>rd</sup> Grade Teachers, Co-Coordinator, Kuruvungna Springs, July 2017.
- “Invited Guest: UCHRI Indigenous Dance and the Academy,” University of California, San Diego. June 2, 2017.
- “Using Mapping Indigenous LA Digital Storytelling Project in Urban Planning” Invited with Wendy Teeter and Desiree Martinez, UCLA Urban Humanities Initiative Summer Institute, September 6, 2016.
- “Mapping Indigenous LA: A Digital Storytelling Project for K-12 Education,” Invited with Wendy Teeter and Desiree Martinez, UCLA History-Geography Project, AAA Club, Downtown Los Angeles, CA, July 11, 2016 and July, 2017.
- “American Indian Studies Center: Mapping Indigenous LA (MILA): A Collaborative Community Project,” Invited, Institute of American Cultures Spring Social, UCLA, May 11, 2016.
- Reflections on Water and Indigeneity, California Tribal Elders and Activist, Organizer, UCLA, May 10, 2014.
- “The Exiles and Exiled NDNZ,” Los Angeles Public Library Programs, Los Angeles, Discussant, November 15, 2014.

### **TEACHING, MENTORING and ADVISING**

#### **Ph.D. Committee:**

- Laura Terrance, A.B.D., Chair, Gender Studies, UCLA, in progress
- Savannah Kilner, A.B.D., Co-Chair, Gender Studies, UCLA, in progress
- Brenda Nichols, A.B.D., committee member, Chicano Studies, UCLA, in progress
- Sarah Montoya, Chair, Gender Studies, UCLA, in progress
- Stephanie Lumsden, Chair, Gender Studies, UCLA, in progress
- Meghan Baker, committee member, Anthropology, UCLA, in progress
- Clementine Bourdeaux, committee member, World Arts and Culture, UCLA, in progress
- Jessica Fremland, Chair, Gender Studies, UCLA, in progress
- Angela Robinson, Chair, Gender Studies, UCLA, PhD June 2019
- Gina Starblanket, External member, Political Science, University of Victoria, PhD 2018
- Wendi Yamishita, committee member, Gender Studies, UCLA, PhD 2018
- Cutch Baldy, committee member, Native American Studies, UC Davis, PhD 2015

Sarah Pripas-Kripit, external committee member, History, UCLA, PhD 2015  
 Naveen Minai, committee member, Gender Studies, UCLA, PhD 2014  
 Jessie Vallejo, committee member, Ethnomusicology, UCLA, PhD 2014  
 Kimberley Robertson, Co-Chair, Gender Studies, UCLA, PhD 2012

## M.A Thesis

LeeAna Espinoza Salas, Chair, American Indian Studies, UCLA, in progress  
 Carolyn Rodriguez, Co-Chair, American Indian Studies, UCLA, in progress  
 Carlisle Victoria Domingues, Chair, American Indian Studies, UCLA, in progress  
 Alex Sampson, committee member, American Indian Studies, UCLA, in progress  
 Lydia Faitalia, Co-Chair, American Indian Studies, UCLA, in progress  
 Shannon Rivers, committee member, American Indian Studies, UCLA, in progress  
 Sedna Villavicencio, Chair, American Indian Studies, UCLA, 2019  
 Kylie Gemmell, Chair, American Indian Studies, UCLA, 2019.  
 Marcus EagleBear, committee member, American Indian Studies, UCLA, 2018  
 Kelly Stewart, Chair, American Indian Studies, UCLA, 2018  
 Meghan Sills, Chair, Gender Studies, UCLA, 2017.  
 Paulina Alvarez, committee member, American Indian Studies, UCLA, 2017  
 Kimia Fatehi, committee member, American Indian Studies, UCLA, 2017  
 Meghan Baker, committee member, American Indian Studies, UCLA, 2017  
 Damien Montano, Chair, American Indian Studies, UCLA, 2017  
 Brenda Nichols, committee member, Chicano Studies, UCLA, 2016  
 Temryss Lane, committee member, American Indian Studies, UCLA, 2016  
 Tom McClintock, committee member, Conservation Studies, 2016  
 Jackie Hundza, Chair, American Indian Studies, UCLA, 2015  
 Selena Crowley, committee member, American Indian Studies, UCLA, 2014  
 Alexandra Mojado, committee member, American Indian Studies, UCLA, 2014  
 Khadejah Avvrin Gray, Chair, American Indian Studies, UCLA, 2014  
 Ryan Rhadigan, Chair, American Indian Studies, UCLA, 2013  
 Laura Beebe, committee member, Ethnic Studies, UCSD, 2012  
 Meredith Duarte, committee member, American Indian Studies, UCLA, 2011  
 Katie Kelia, committee member, American Indian Studies, UCLA, 2011  
 Patrick Naranjo, committee member, American Indian Studies, UCLA, 2011  
 Caroline Schwartz, Chair, American Indian Studies, UCLA, 2011

## Post-doctoral Fellowship Advising

Meredith Alberta, University of California Presidential Post-doctoral Fellow, 2020  
 Melanie Yazzie, University of California Presidential Post-doctoral Fellow, 2016  
 Iokepa Casambul-Salazar, University of California Presidential Post-doctoral Fellow, 2015-2017  
 Christina Delisle, Ford Foundation Post-doctoral Fellow, 2015-2016

## UCLA

AIS 187: Special Research Topics- Capstone Research  
 AIS 200B: Tribal Worldviews: Theories of Settler Colonialism and Sovereignty  
 AIS 200B: Literature and Critical Indigenous Studies  
 GE 20A: Inter-Racial Dynamics Cluster  
 GS 201: Interdisciplinary Methods  
 GS 103: Knowledge  
 GS 19: Media Literacy and Standing Rock  
 WS 19: Indigeneity, Sex, and Gender on Screen: Indigenous Film and Critique

WS 130: Women of Color Feminisms

WS 108: Women and Violence: Indigenous Women and State Violence

WS 187: Research Methodologies: Imagining Place: Sites of Knowledge Production

WS 201: Early/Modern Feminist Knowledge

#### Other Teaching and Advising:

Introduction to Native American Literature, Dartmouth College

Gender Issues in Native Life, Dartmouth College

Native American Film and Television, Dartmouth College

Native Land, Literatures, and Identity, Upper Seminar and First Year Research Course, Dartmouth

Writing: The Rhetoric of American Childhood, Dartmouth College

Writing: Imaging and Writing America, Dartmouth College

Honors Theses and Independent Studies in Native American Studies, Comparative Literature, English, and Women's Studies, Dartmouth College

Graduate Advisor in Master in Liberal Arts Program, Dartmouth College

Advisor for First-year Research projects, Presidential Scholars Program

Native American First-Year Advisor 2006, Dartmouth College

English Major Advisor, 2004-2007, Dartmouth College

## SERVICE

### Professional Affiliation and Service

American Studies Association (ASA)

American Studies Association Program Committee, 2019-2020

Committee on Minority Scholars, 2013-2017, Chair for 2015-2016

Nominations Committee, 2016-2019

Minority and Indigenous Scholars Travel Award, Reviewer

Minority Scholars Mentor Award, Reviewer

New England American Studies Association (NEASA), Council, 2004-2009

Native American and Indigenous Studies Association (NAISA), 2007-Present

Host Site Chair of Executive Committee, 2018

National Women's Studies Association (NWSA), 2009-present

Panel Reviewer for Annual Conference, 2010

UC Presidents Postdoctoral Selection Reviewer, 2013- present

Advisory Board for *Deathscapes: Mapping Race and Violence in Settler States*, A Discovery Project Australian Research Center, 2016- 2017.

SIGI: Summer Institute on Global Indigenous Studies Steering Committee, 2015-present

Critical Ethnic Studies Association (CESA)

Associate Editor, Critical Ethnic Studies Journal, 2012-2015

Modern Language Association (MLA)

The Society for the Study of Multi-Ethnic Literature of the United States (MELUS)

Midwestern Modern Language Association (M/MLA), 2002

Japanese Society of Promotion of Science, Invited Organizer on Indigenous Issues Forum, 2013.

### Reviewer

Tenure and Full Reviewer for 14 Institutions (average 2-3/year), Reviewer for Canadian Research Chairs

External Departmental Reviewer for University of Minnesota, Duluth

Social Sciences and Humanities Research Council of Canada External Grant Reviewer, on-going as needed

UC Center for New Racial Studies External Reviewer

Reviewer for *AlterNative: An International Journal of Indigenous People*

Reviewer for *American Indian Cultures and Research Journal*



Reviewer for *American Literatures*  
 Reviewer for *American Quarterly*  
 Reviewer for *Canadian Literatures: A quarterly of Criticism and Review*  
 Reviewer for *Cartographica*  
 Reviewer for *Decolonization: Indigeneity, Education, and Society*  
 Reviewer for *Equality, Diversity and Inclusion: An International Journal*  
 Reviewer for *Feminist Studies*  
 Reviewer for *Gay Lesbian Quarterly*  
 Reviewer for *Native American and Indigenous Studies Journal*  
 Reviewer for *Journal of American History*  
 Reviewer for *Journal of American Indian Education*  
 Reviewer for *Journal of American Studies*  
 Reviewer for *Journal of Anthropological Research*  
 Reviewer for *Recherches Amérindiennes au Quebec*  
 Reviewer for *Social and Cultural Geography*  
 Reviewer for *Studies in Ethnicity and Nationalisms*  
 Reviewer for *MELUS: Multi-Ethnic Literatures of the United States*  
 Reviewer for *Territory, Politics, Governance*  
 Reviewer for *Transmotion*  
 Reviewer for *Wicazo Sa*  
 Manuscript Reviewer for American Authors Series from Marshall Cavendish Benchmark Press  
 Manuscript Reviewer for Arizona University Press  
 Manuscript Reviewer for Ashgate Press  
 Manuscript Reviewer for Duke University Press  
 Manuscript Reviewer for Minnesota Press  
 Manuscript Reviewer for Oregon State University Press  
 Manuscript Reviewer for Routledge Press  
 Manuscript Reviewer for University of California Press  
 Manuscript Reviewer for University of Toronto Press  
 Manuscript Reviewer for Verso Press

### **University Service and Interdepartmental Service**

Center for the Study of Women Advisory Council, 2018-present  
 American Indian Research Center Faculty Advisory Council, Chair 2015- 2016, Advisory Board 2009-present,  
 Moreno Report Implementation Committee, 2013-present  
 Native Americans Grave Protection Rights Act (NAGPRA) Committee 2010- present  
 American Indian Studies interdepartmental Program Faculty Advisory Council 2010-present  
 Tribal Learning Community Exchange and Education Advisory Board 2009-2012, 2017-present  
 Admissions Committee American Indian Studies 2010-present  
 American Talent Initiative Faculty Committee, 2019-present  
 Sage Hill Committee, 2018-present  
 Center for the Study of Women Affiliate, 2010-present  
 IAC Social Justice Committee, 2017-2018  
 American Indian Research Center Interim Director, 2015  
 Diversity Initiative Implementation Committee, 2015  
 Search Committee for Executive Vice Chancellor of Research, 2016  
 Search Committee for AIS lecturer, 2016, 2018  
 Search Committee for Institute of American Cultures Director, 2016  
 Lecturer Committee for American Indian Literature English, 2016  
 Search Committee for Director of American Indian Studies Research Center, 2014-2015  
 Search Committee for Compliance and Diversity Officers, 2014

Institute for American Cultures Research Awards, 2012, 2014  
 Committee on Diversity and Inclusion, Vice Provost of Diversity Office 2010-2012  
 Center for Study of Women, Graduate Awards Committee, 2012  
 Associate Director of American Indian Research Center, 2011-2012, 2016-2019  
 Search Committee English/History American Indian Studies, 2011-2012  
 Postcolonial Theory and Literature Faculty Participant, 2010-present

### Departmental Service

American Indian Studies IDP Chair, 2017-2020  
 Admissions Committee Gender Studies, 2010-present  
 Gender Studies Curriculum Committee, 2018-2019  
 Gender Studies Personal Committee, Chair, 2017-2018  
 Vice Chair of Gender Studies, Graduate Chair, 2013-2017  
 Search Committee Chair for Penny Kanner Endowed Chair in Gender Studies, 2015  
 Search Committee for Gender Studies lecturer, 2016  
 Chair of Gender Studies Graduate Curriculum Reform, 2012 to 2014  
 Gender Studies Breadth Exam Committee 2010, 2012, 2013, 2014, 2015  
 Women's Studies Undergraduate Curriculum Revision Committee, 2011-12  
 Department of Women's Studies Awards Committee 2010-11, 2016

### Talks and Events Organized, UCLA

*The Intersections of AIS and STEM Series: The science of Indigenous Knowledge*, Organizer, 4 talks over Winter and Spring Quarters, 2020.  
*Lighting a Path Forward: UC Land Grants, Public Memory, and Tovaangar*, Organizer, 2-day symposium for AISC and Centennial, UCLA, Oct 5-6, 2019.  
 Indigenous Material and Visual Culture Working Group, Invited Speaker, May 9, 2019.  
 "Carrying Our Ancestors Home," Organizer and Speaker, Fowler Museum, May 1, 2019.  
 Cutcha Risling Baldy, "A Conversation on We Are Dancing," and "Storytelling" as part of the *Transformation Series* with (Re)Pair, UCLA and La Paloma Mercado, October 22, 2018  
 Dr. Jaskiran Dhillon, "Reflections on Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention," New School, April 25, 2018.  
 "Lunch & Learn - NBC Talent Development & Inclusion," UCLA, April 16, 2018.  
 "Oral History/ Ethnography in Tribal communities," UCLA, January 9, 2018.  
 "Tongva Research and Reclamation," UCLA, October 26, 2017.  
 Dr. Rene Dietrich, "Fantasizing and Reframing the (Un)Human: Lived Settler Logics and Literary Sites of Disruptive Relationality," University of Johannesburg, Germany, April 6, 2016.  
 Dr. Juliann Anesi, University of California Presidential Post-doctoral Fellow at Berkeley, "Trying Times: Disability, Activism and Education in Samoa," AISC, REPAIR and NetCE, March 16, 2016.  
 Sandy Grande, Connecticut College, "Biopolitics, Aging and the Struggle for Indigenous Elsewhere," AISC, REPAIR and NetCE, February 18, 2016.  
 "Standing Rock Teach-In: Nick Estes, Melanie Yazzie, Angela Riley, Jessica Cattelino," Moderator/organizer, UCLA, November 15, 2016.  
 Dr. Jennifer Denetdale, Associate Professor of American Studies at the University of New Mexico, "No Explanation, No Resolution, and No Answer:" Bordertown and Navajo Resistance to Settler Colonialism," November 9, 2015.  
 Reflections on Water and Indigeneity Symposium: Sharing on Intercultural Encounters, California Tribal Elders, Artists, and Activist, Planned with the Fowler and Wendy Teeter, UCLA, May 10, 2014.  
 Scott L. Morgensen, Assistant Professor in the Department of Gender Studies and the Graduate Program in Cultural Studies at Queen's University "Queer Settler Colonialism, Anti-Racism, and Two-Spirit Critique," and Elton Naswood, Director of the Red Circle AIDs project, April 23, 2012.  
 Joanne Shenandoah, Native Artist, Performer, and Activist, April 12, 2012.

Michelle Raheja, Associate Professor of English at UC Riverside, "Unexpected Indians in Expected Places: The Queer Case of Nabor Felix," November 9, 2011.

Noelani Arista, Assistant Professor at University of Hawaii, "'I Ka Olelo No Ke Ola (In Speech there is Life)': Libel, Law, and Justice before the Hawaiian Chieftly Council, 1825-1827," Native History Symposium, May 25, 2011.

Jennifer Denetdale, Associate Professor of American Studies, UNM, "Navajo Tribal History," March 9, 2011.

Race and Sovereignty, 5<sup>th</sup> Annual Critical Race Studies Symposium, Organizing Committee, UCLA Law School, March 31-April 2, 2011.

### **Reading Groups**

Organizer, Indigenous Sovereignities, monthly meeting December 2011-June 2012.

Organizer, SoCal Native Feminist Reading Group, 2009-2011.

### **Previous Institutional Service**

Native American Council 2004-2008, Dartmouth College

Executive Committee for Friends of the Library, 2005-2008, Dartmouth College

Council on Libraries, 2006-2008, Dartmouth College

Faculty Advisor for Untamed: Feminist Publication, 2006, 2007, Dartmouth College

Committee on English Departmental Curriculum, 2006, Dartmouth College

Lecture and Guest Speaker Liaison in Native American Studies, 2005-2007, Dartmouth College

Search Committee for English Department African-American Literature, Fall-Winter 2005-2006

Stanley Awards Selection Committee, Spring 2006, Dartmouth College

Curriculum Development in Native American Studies, 2005, Dartmouth College

Lecture Committee in English, 2004, Dartmouth College

Curriculum Development Committee in English, 2004, Dartmouth College

First-year Advisor 2004, 2005, 2006, Dartmouth College

Partners in Academic Excellence for American Indian, Native Alaskan, and Native Hawaiian Students, Stanford University, 2000-2002

**CURRICULUM VITAE/Brief Version**

Paul V. Kroskrity

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**Education**

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B. A. Columbia College, Columbia University, 1971

Majors: Oriental Studies and Comparative Literature.

M. A. Indiana University, 1976, Anthropology.

Ph.D. Indiana University, 1977, Major Field: Anthropology, Minor Field: Linguistics.

Dissertation: "Aspects of Arizona Tewa Language Structure and Language Use." Dissertation Advisor: C.F. Voegelin.

**Previous Experience**

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*Teaching* Professor, University of California Los Angeles, July 2000-present.  
Associate Professor, University of California, Los Angeles, July 1985--June 2000.  
Assistant Professor, University of California, Los Angeles, July 1978--June 1985.

**Administration**

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Chair, Interdepartmental Program in American Indian Studies, 1986-2006. 2010-2016 Vice Chair 2018-Present.  
Program Development of Graduate and Undergraduate Programs; Creation of Partnerships with Professional Schools (Law, Public Health); Faculty Recruitment; Maintaining Degree Programs; Locating Funding for student support.

**Research**

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- Linguistic Anthropological, Cultural, and Ethnohistorical Research in Village of Tewa, First Mesa Hopi Reservation (Northeastern Arizona). Summers 1973-1984, 1986-7, 1989, 1991-3, 2007, 2011-19. Approximately 38 months of composite research.
- Areal-linguistic research on Arizona Tewa and Navajo conducted in Tewa Village and Klagetoh, Arizona. Summer 1977.
- Linguistic Anthropological research on Western Mono in the central California communities of North Fork, Auberry, and Sycamore. Lexicographical Research designed to produce both practical language materials and descriptive linguistic studies. 1981-1986, 1992-present. Documentation and Analysis of Western Mono Traditional Narratives, and their role in language renewal efforts, 1991-2001.

**Publications: Books, CD-ROMs**

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- 1984 With Rosalie Bethel (Western Mono), Christopher Loether, and Gregory A. Reinhardt. 1984. ***A Practical Dictionary of Western Mono***. North Fork, California: Sierra Mono Museum. (xii + 288 pages).
- 1988 ***On the Ethnography of Communication the Legacy of Sapir***. (Essays in Honor of Harry Hoijer, 1984). (Essays by Professors Jane H. Hill, Dennis Tedlock, and Alton Becker; edited and introduced by Paul V. Kroskrity). Los Angeles: Department of Anthropology, UCLA.
- 1993b ***Language, History, and Identity: Ethnolinguistic Studies of the Arizona Tewa***. Tucson: University of Arizona Press.
- 1998 ***Language Ideologies, Theory and Practice***. Edited by Bambi Schieffelin, Kathryn Woolard, and Paul V. Kroskrity. New York: Oxford University Press.
- 2000a ***Regimes of Language: Ideologies, Politics, and Identities***, Paul V. Kroskrity, editor. Santa Fe, NM: School of American Research. Simultaneous publication: London: James Currey.
- 2002 ***TAITADUHAAN: WESTERN MONO WAYS OF SPEAKING (CD-ROM)***. (Co-authored with Rosalie Bethel (Western Mono) and Jennifer F. Reynolds). Norman, Oklahoma: University of Oklahoma Press.
- 2009 ***Native American Language Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field. Tucson: University of Arizona Press.

- 2012 *Telling Stories in the Face of Danger: Language Renewal in Native American Communities*. Edited by Paul V. Kroskrity. Norman, Oklahoma: University of Oklahoma Press.
- 2012 *Ideologías lingüísticas: Práctica y teoría*. Edited by Bambi Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity. Madrid: Los Libros de la Catarata. [Spanish Translation of 1998 above]
- 2015 *The Legacy of Dell Hymes: Ethnopoetics, Narrative Inequality, and Voice*. Edited by Paul V. Kroskrity and Anthony K. Webster. Bloomington, IN: Indiana University Press.
- 2017 *Engaging Native American Publics: Linguistic Anthropology in a Collaborative Key*, Edited by Paul V. Kroskrity and Barbra Meek. New York: Routledge
- 2020 *Oxford Handbook on Language and Race*, Edited by H. Samy Alim, Angela Reyes, and Paul V. Kroskrity. New York: Oxford University Press (in press).

**Publications: Other Related to Tewa Language, Dictionaries, Language Ideologies, Oral Lit.**

- 1978a "On the Lexical Integrity of Arizona Tewa /-di/: a Principled Choice Between Homophony and Polysemy." *International Journal of American Linguistics* 44:24-30.
- 1978b "Aspects of Syntactic and Semantic Variation Within the Arizona Tewa Speech Community." *Anthropological Linguistics* 20:235-258.
- 1978c "Inferences from Spanish Loanwords in Arizona Tewa." *Anthropological Linguistics* 20:340-350. With Dewey Healing (Tewa).
- 1978 "Coyote and Bull snake." In William Bright (ed.) *Coyote Stories (International Journal of American Linguistics, Native American Texts Series, Monograph 1)*, pp. 162-171.
- 1980 "Language Contact and Linguistic Diffusion: the Arizona Tewa Speech Community." In E. A. Brandt and F. Barkin (eds.) *Speaking, Singing, and Teaching: Multidisciplinary Approaches to Language*, (Arizona State University Anthropological Papers, No. 2). Tempe: Arizona State University Press, pp. 260-279. With Dewey Healing (Tewa).
- 1981 "Coyote-Woman and the Deer Children." In Martha B. Kendall (ed.) *Coyote Stories II (International Journal of American Linguistics, Native American Text Series, Monograph 6)*, pp. 119-128.
- 1982 "Language Contact and Linguistic Diffusion: the Arizona Tewa Speech Community". In F. Barkin, E. A. Brandt, and J. Ornstein-Galicia (eds.) *Bilingualism and Language Contact in the Borderlands*. New York: Teachers College Press, pp. 51-72.
- 1983 "Male and Female Speech in the Pueblo Southwest". *International Journal of American Linguistics* 49:75-79.
- 1984 "Negation and Subordination in Arizona Tewa: Discourse-Pragmatics Influencing Syntax." *International*
- 1985a "A Holistic Understanding of Arizona Tewa Passives" *Language* 61:306-28.
- 1985b "Areal-historical Influences on Tewa Possession". *International Journal of American Linguistics* 51:486-91.
- 1985c "'Growing With Stories': Line, Verse, and Genre in an Arizona Tewa Text". *Journal of Anthropological Research* 41:183-199.
- 1992a Arizona Tewa Kiva Speech as a Manifestation of Linguistic ideology. *Pragmatics* 2:297-309.
- 1992b Arizona Tewa Public Announcements: Form, Function, and Linguistic Ideology. *Anthropological Linguistics* 34:104-16. [Publication date: 1994]
- 1993c Aspects of Syntactic and Semantic Variation in the Arizona Tewa Speech Community. *Anthropological Linguistics* 35:250-73. [A reprinting of 1978b in a collection of best articles from previous years of the
- 1996 Pueblo Indian Languages. In *Encyclopedia of the American Indian*, edited by Fred Hoxie. Pp. 520-1. Boston: Houghton-Mifflin.
- 1997 Discursive Convergence with an Evidential Particle. In *The Life of Language: Papers in Honor of William Bright*, by Jane H. Hill, P. J. Mistry, and Lyle Campbell, pp 25-34. Berlin: Mouton de Gruyter.
- 1998 Arizona Tewa Kiva Speech as a Manifestation of a Dominant Language Ideology. In *Language Ideologies, Practice and Theory*, Bambi Schieffelin, Kathryn Woolard, and Paul V. Kroskrity, eds., 103--22. New York: Oxford University Press.
- 2000a Language Ideologies in the Expression and Representation of Arizona Tewa Ethnic Identity. In Paul V. Kroskrity, ed., *Regimes of Language: Ideologies, Politics, and Identities*, pp. 329-59. Santa Fe, NM: School of American Research.
- 2000b Regimenting Languages. In Paul V. Kroskrity, ed. *Regimes of Language: Ideologies, Politics, and Identities*, pp. 1-34. Santa Fe, NM: School of American Research.
- 2001 Using Multimedia in Language Renewal: Observations from Making the CD-ROM TAITADUHAAN: WESTERN MONO WAYS OF SPEAKING. (co-authored with Jennifer F. Reynolds). In Kenneth Hale and Leanne Hinton, eds., *Green Book of Language Revitalization*, pp. 312-25. New York: Academic Press.
- 2002 "Language Renewal and the Technologies of Literacy and Postliteracy: Reflections from Western Mono". In



- Making Dictionaries: Preserving Indigenous Languages of the Americas***, ed. By William Frawley, Kenneth Hill, and Pamela Munro, pp. 171-92. Berkeley: University of California Press.
- 2003 Language Ideologies. In ***Handbook of Pragmatics (2001 Installment)*** edited by Jef Verschueren, Jan Ola Ostman, and Chris Bulcaen, pp. 1-17. Amsterdam/Philadelphia: John Benjamins.
- 2004 Language Ideologies. In ***Companion to Linguistic Anthropology***, ed. Alessandro Duranti, pp. 496-517. Malden, Massachusetts: Basil Blackwell.
- 2005a Tewa and the Kiowa Tanoan Languages. In Philipp Strazny, ed. ***The Encyclopedia of Linguistics***, Volume
- 2005b Review of Hopi Traditional Literature by David Leedom Shaul. ***Journal of Linguistic Anthropology*** 15:28-9
- 2009a Language Renewal as Sites of Language Ideological Struggle: the Need for 'Ideological Clarification'." In ***Indigenous Language Revitalization: Encouragement, Guidance & Lessons Learned***. Edited by Jon Reyhner and Lousie Lockard, pp 71-83. Flagstaff, AZ: Northern Arizona University.
- 2009b Revealing Native American Language Ideologies. Margaret Field and Paul V. Kroskrity. In ***Native American Language Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field. Tucson: University of Arizona Press.
- 2009c Embodying the Reversal of Language Shift: Agency, Incorporation and Language Ideological Change in the Western Mono Community of Central California. In ***Native American Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field, pp. 190-210. Tucson: University of Arizona Press.
- 2009d Narrative Reproductions: Ideologies of Storytelling, Authoritative Words, and Generic Regimentation in the Village of Tewa. ***Journal of Linguistic Anthropology***. 19:40-56.
- 2010a Getting Negatives in Arizona Tewa: On the Relevance of Ethnopragmatics and Language Ideologies to Understanding a Case of Grammaticalization. ***Pragmatics*** 20:91-107.
- 2010b Language Ideologies—Evolving Perspectives. In Jurgen Jaspers (ed.) ***Language Use and Society (Handbook of Pragmatics Highlights)***. Pp192-211. Amsterdam/Philadelphia: John Benjamins.
- 2010c The Art of Voice: Understanding the Arizona Tewa Inverse in its Grammatical, Narrative, and Language-Ideological Contexts. ***Anthropological Linguistics*** 52:49-79.
- 2012a Sustaining Stories: Narratives as Cultural Resources in Native American Projects of Cultural Sovereignty, Identity Maintenance and Language Revitalization. In Paul V. Kroskrity, ed., ***Telling Stories in the Face of Danger: Narratives and Language Renewal in Native American Communities***, 3-20. Norman, OK: University of Oklahoma Press.
- 2012b "Growing With Stories: Ideologies of Storytelling and the Narrative Reproduction of Arizona Tewa Identities. In Paul V. Kroskrity, ed., ***Telling Stories in the Face of Danger: Narratives and Language Renewal in Native American Communities***, 151-183. Norman, OK: U of Oklahoma Press.
- 2012c El Habla Utilizada en la Kiva de los Tewas de Arizona Como Manifestacion de una Ideologia Linguistica Dominante. In ***Ideologías lingüísticas: Práctica y teoría***. Edited by Bambi Shieffelin, Kathryn A. Woolard, and Paul V. Kroskrity, 139-163. Madrid: Los Libros de la Catarata.
- 2013a "Arizona Tewa *Yaaniwaa*: Songs for Sharing Good Fortune" Composed/Performed by Dewey Healing (Tewa Village) Translated and Interpreted by Paul V. Kroskrity. In David Kozak (ed.) ***Inside Dazzling Mountains: New Translations of Southwest Native American Verbal Art***. Pp. 465-470. University of Nebraska Press
- 2013b "Avayun (and Coyote) Story: a Retranslation of 'Coyote's False Tail' from the Village of Tewa, Arizona. Retranslated with Commentary by Paul V. Kroskrity. In David Kozak (ed.) ***Inside Dazzling Mountains***:
- 2014a With Netta Avineri (co-author) On the (Re-)Production and Representation of Endangered Language Communities: Social Boundaries and Temporal Borders. ***Language and Communication*** 38:1-7
- 2014b Borders Traversed, Boundaries Erected: Creating Discursive Identities and Language Communities in the Village of Tewa. ***Language and Communication*** 38: 8-17.
2015. Designing a Dictionary for an Endangered Language Community: Lexicographical Deliberations, Language Ideological Clarifications. ***Language Documentation and Conservation*** 9:140–157
- 2016 Language Ideologies: Emergence, Elaboration, Application. In Nancy Bonvillian (ed.) ***Handbook of Linguistic Anthropology***, pp, 95-108. New York: Routledge.
- 2016 Some Recent Trends in the Anthropology of Native North America. ***Annual Review of Anthropology*** 45:267-284.
- 2017a Indigenous Tewa Language Regimes Across Time: Persistence and Transformation. ***International Journal of Sociology of Language***. 246:7-30.
- 2017b To "We" (+inclusive) or Not To "We" (-inclusive): The CD-ROM Taitaduhan (Our Language) and Western Mono Future Publics. In P. Kroskrity and B. Meek (eds.) ***Engaging Native American Publics***, pp. 82-103. New York: Routledge.
2018. On Recognizing Persistence in the Indigenous Language Ideologies of Multilingualism in Two Native American Communities. ***Language and Communication*** 62:133-144.

2019. Ethnopoetics. In **SAGE Research Methods Foundations**, eds. P. Atkinson and S. Delamont, M.A, Hardy, and M. Williams. doi 10.4135/9781526421036764647
2020. Theorizing Linguistic Racisms from a Language Ideological Perspective. In *Oxford Handbook of Language and Race*, eds., H. Samy Alim, Angela Reyes, and Paul V. Kroskrity. New York: Oxford. (in press)
2021. Naming. In **International Encyclopedia of Linguistic Anthropology**, ed. James M. Stanlaw. Malden, MA: Wiley.
2021. Connecting Language Revitalization to Language Ideological Assemblages: Lingual Life Histories from the Northfork Mono Rancheria and Village of Tewa. *Journal of Anthropological Research* (in press)

### **Professional Organizations**

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American Anthropological Association, Fellow

American Ethnological Society

International Pragmatics Association

Native American and Indigenous Studies Association

Society for Linguistic Anthropology

- Secretary-Treasurer, 1988-90, *Anthropology News* Contributing Editor 1988-9,
- Board Member, 2006-7, President-Elect, 2011-13, President, 2013-2015

Society for Psychological Anthropology

Society for the Study of the Indigenous Languages of the Americas

Organizer, Kiowa-Tanoan Language Conferences, 1981, 1982, 1983, 1984.

Organizer, School of American Research Advanced Seminar on Language Ideology, Santa Fe, New Mexico, 1994.

Co-Organizer, Threatened Languages: Language Maintenance and Renewal in the United States and Mexico, 1995

### **Research Interests**

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- Language Ideologies, Language Ideological Assemblages
- Anthropology and Verbal Art
- Language Contact
- Lexicography of Native American Languages
- Language and Identity
- Critical Language Documentation and Revitalization
- Ethnography of Communication
- American Indian Studies

# Benjamin Madley

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UCLA

Madley@ucla.edu

## ACADEMIC EMPLOYMENT

- 2012-Present **University of California, Los Angeles**, Los Angeles, CA  
**Associate Professor**, History Department (2016-Present)  
**Assistant Professor**, History Department (2012-2016)
- 2010-2012 **Dartmouth College**, Hanover, NH  
**Andrew Mellon Postdoctoral Fellow**, History Department and Native American Studies Program
- 2004-2005 **Yale University**, New Haven, CT  
**History Department Teaching Assistant**

## EDUCATION

- 2009 **Yale University**, New Haven, CT  
**Ph.D. in History**
- 2005 **Yale University**, New Haven, CT  
**M.A. and M.Phil. in History**  
Oral Examinations, passed with distinction (honors), 2005
- 1995 **Oxford University**, Oxford, United Kingdom  
**M.St. in History**
- 1994 **Yale University**, New Haven, CT  
**B.A. in History**, *Summa Cum Laude*

## AWARDS, HONORS, & GRANTS

- 1994-Present **Awards and Honors**
- Charles Redd Center / Phi Alpha Theta Award (biennial) for the Best Book on the American West, 2018
  - California Commendation Medal from the Military Department, State of California, 2018
  - Norman Neuerburg Book Award from the Historical Society of Southern California, 2018
  - *Los Angeles Times* Book Prize for History, 2017
  - Raphael Lemkin Book Award (biennial) from the Institute for the Study of Genocide, 2017
  - California Book Award Gold Medal for Californiana from the Commonwealth Club of California, 2017
  - Caroline Bancroft History Prize Honor Book from the Denver Public Library, 2017



- San Francisco Public Library Laureate, 2017
- Heyday Books History Book Award from Heyday Books Publishing House, 2016
- *New York Times Book Review* Editor's Choice, 2016
- *Choice* magazine Outstanding Academic Title, 2016
- *True West Magazine* Best New Western Author, 2016
- *Indian Country Today* Hot List Book, 2016
- Phi Alpha Theta / Westerners International Dissertation Prize, 2010
- Yale University Fredrick W. Beinecke Dissertation Prize, 2009
- Arrell M. Gibson Award from the Western History Association for best article of 2008, in any journal, on Native American History, 2009
- Oscar O. Winther Award from the Western History Association for best article of 2008 in *The Western Historical Quarterly*, 2009
- Irmgard Coninx Foundation Special Distinction Prize for Conference Participation, 2009
- Phi Beta Kappa, Yale University, 1994
- Phi Alpha Theta History Honors Society, Yale University, 1994
- Honors in the History major, Yale University, 1994
- J.S. Nicholas Prize for "outstanding moral character and purpose," Yale University, 1994

#### 1993-Present **Grants**

- Swedish Collegium for Advanced Study Research Fellowship, Uppsala, Sweden, 2018-2019
- European Institutes for Advanced Study Junior Research Fellowship, Hanse-Wissenschaftskolleg (Institute for Advanced Study), Delmenhorst, Germany, 2018-2019 (Declined)
- UCLA Dean of Social Sciences and History Department Research Grant, 2015
- UCLA History Department Chair's Fund Grant, 2014
- UCLA Academic Senate Council on Research Travel Grant, 2014
- Andrew Mellon Postdoctoral Fellowship, 2010-2012
- Irmgard Coninx Foundation Berlin Conference Travel Award, 2009
- Clark University Holocaust and Genocide Conference Travel Grant, 2009
- Huntington Library Western History Association Martin Ridge Research Fellowship, 2008
- Yale University Dissertation Fellowship, 2006-2007
- Australian and New Zealand Law and History Society Conference Travel Award, 2006
- Yale Genocide Studies Program Travel Grant, 2006
- American Society for Ethnohistory Student Travel Award, 2006
- Smith Richardson Foundation Summer Research Fellowship, 2006
- Howard R. Lamar Center for the Study of Frontiers and Borders Dissertation Fellowship, 2005-2006
- Yale University Genocide Studies Program Dissertation Fellowship, 2005-2006
- Beinecke Rare Book and Manuscript Library Summer Research Fellowship, 2005
- Smith Richardson Foundation Summer Research Fellowship, 2004
- Paul Mellon Centre for Studies in British Art Summer Traveling Grant, 2003

- University College, Oxford Research Travel Bursary, 1995
- Henry Fellowship for the full financial support of graduate study at Oxford University, 1994-1995
- Elihu Scholarship, Yale University, 1993-1994

## PUBLICATIONS & DOCUMENTARY FILM

2016

### **Book**

- *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (New Haven: Yale University Press, 2016; paperback edition, 2017)

2004-Present **Journal Articles**

- "California's First Mass Incarceration System: Franciscan Missions, California Indians, and Penal Servitude, 1769-1836," *Pacific Historical Review* 88:1 (Winter 2019), 14-47
- "Genocide in the Golden State: a response to reviews by William Bauer, Jr., Margaret Jacobs, Karl Jacoby and Jeffrey Ostler," *Journal of Genocide Research* 19:1 (March 2017), 154-163
- "Understanding Genocide in California under United States Rule, 1846-1873," *The Western Historical Quarterly* 47:4 (Winter 2016), 449-461
- "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," *The American Historical Review* 120:1 (February 2015), 98-139
- "'Unholy Traffic in Human Blood and Souls': Systems of California Indian Servitude under U.S. Rule," *Pacific Historical Review* 83:4 (November 2014), 626-667
- "California's Yuki Indians: Defining Genocide in Native American History," *The Western Historical Quarterly* 39:3 (Autumn 2008), 303-332
- "From Terror to Genocide: Britain's Tasmanian Penal Colony and Australia's History Wars," *Journal of British Studies* 47:1 (January 2008), 77-106
- "From Africa to Auschwitz: How German South West Africa incubated ideas and methods adopted and developed by the Nazis in Eastern Europe," *European History Quarterly* 35:3 (July 2005), 429-464
- "Patterns of Frontier Genocide, 1803-1910: The Aboriginal Tasmanians, the Yuki of California, and the Herero of Namibia," *Journal of Genocide Research* 6:2 (June 2004), 167-192. Republished in Mark Lattimer, ed., *Genocide and Human Rights* (London: Ashgate Publishing, 2007) and Adam Jones, ed., *Genocide* (4 vols., London: Sage Publications Ltd., 2008)

2012-Present **Book Chapters**

- "Before Contact," an excerpt from *An American Genocide*, in Susan LaTempa, ed., *Paperback L.A.: A Casual Anthology, Book 2* (2 vols., Altadena: Prospect Park Books, 2018), 2:9-15
- "California and Oregon's Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories" in Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, eds., *Colonial Genocide in Indigenous North America* (Durham: Duke University Press, 2014), 95-130
- "The Genocide of California's Yana Indians" in Samuel Totten and William S. Parsons, eds., *Centuries of Genocide: Essays and Eyewitness Accounts* (New York: Routledge, 2013), 16-53.
- "Tactics of Nineteenth Century Colonial Massacre: Tasmania, California, and Beyond" in Philip Dwyer and Lyndall Ryan, eds., *Theatres of Violence: Massacre, Mass Killing and Atrocity throughout History* (New York: Berghahn Books, 2012), 110-125
- "When 'The World was Turned Upside Down': California and Oregon's Tolowa Indian Genocide, 1851-

1856" in Adam Jones, ed., *New Directions in Genocide Research* (New York: Routledge, 2012), 170-196

#### 2006-Present **Book Reviews and Review Essays**

- "Command, Control, and Genocide: A Review of *The Vandemonian War*," *Journal of Genocide Research* 20:3 (July 2018), 467-471
- Catherine M. Cameron, Paul Kelton, and Alan C. Swedlund, eds., *Beyond Germs: Native Depopulation in North America* (Tucson: The University of Arizona Press, 2015) in *The Journal of American History* 103:4 (March 2017), 1022-1023
- Deborah and Jon Lawrence, *Violent Encounters: Interviews on Western Massacres* (Norman: University of Oklahoma Press, 2011) in *The Western Historical Quarterly* 43:2 (Summer 2012), 224-225
- Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews, 1939-1945* (New York: Harper Perennial, 2007) in *Journal of Genocide Research* 12:3 (Autumn 2010), 279-280
- Richard T. Stillson, *Spreading the Word: A History of Information in the California Gold Rush* (Lincoln: University of Nebraska Press, 2006) in *The Western Historical Quarterly* 39:1 (Spring 2008), 79-80
- Frank Baumgardner, *Killing for Land in Early California: Indian Blood at Round Valley, 1856-1863* (New York: Algora Publishing, 2005) in *The Americas* 64:2 (October 2007), 279-280
- William D. Rubinstein, *Genocide: A History* (Harlow: Longman, 2004) in *European History Quarterly* 36:2 (April 2006), 332-334

#### 2016 **Op-Ed Piece**

- "It's time to acknowledge the genocide of California's Indians," *Los Angeles Times*, May 22, 2016, A22

#### 2004 **Documentary Film Participation**

- David Olusoga, director, *Namibia: Genocide and the Second Reich*, a 60-minute British Broadcasting Corporation documentary (first aired December 7, 2004)

### EDITORIAL REVIEWS

#### 2014-Present **Journal Articles**

- *California History*, 2020
- *California History*, 2019 (reviewed two articles)
- *Journal of American Indian Education*, 2019
- *Ethnohistory*, 2018
- *The Early American Studies Review*, 2018
- *The American Historical Review*, 2017
- *American Indian Culture and Research Journal*, 2017
- *The Early American Studies Review*, 2017
- *History & Memory*, 2017
- *The William and Mary Quarterly*, 2016

- *The American Historical Review*, 2015
- *German History*, 2015
- *Journal of Genocide Research*, 2015
- *American Indian Quarterly*, 2015
- *American Indian Culture and Research Journal*, 2014

2018-Present **Book Manuscripts**

- Yale University Press, 2018

## TEACHING EXPERIENCE

2012-Present **University of California, Los Angeles**, Los Angeles, CA

- “American Indian History, Pre-contact-1830” (lecture course, 2013; Spring and Fall, 2014; 2015; 2017; 2019)
- “American Indian History, 1830-Present” (lecture course, 2013; 2014; 2015; 2016; 2017; 2018; 2020)
- “New Directions in American Indian History: Contact, Conflict, and Survival” (seminar, 2013; 2014; 2015; 2016; 2017; 2018; 2020)
- “The Nineteenth Century United States” (seminar, 2014)
- “Genocide in World History: Case Studies and Historical Methods” (seminar, 2014; 2015; 2017; 2019)

2010-2012 **Dartmouth College, Hanover, NH**

- “The History of the American West” (lecture course, 2012)
- “Native Americans and Newcomers in the West, 1500-1890” (seminar, Winter and Fall, 2011)
- “American Indian History, 1830-Present” (lecture course, 2010)

2004-2005 **Yale University, New Haven, CT**

History Department Teaching Assistant

- “The Cold War” (John Gaddis, lecture course, 2004)
- “The Vietnam Wars” (Ben Kiernan, lecture course, 2005)

## LECTURES AND CONFERENCES

2016-Present **Book Talks**

- *Lecture, Tribal Court – State Court Forum, Judicial Council of California* (San Francisco, California, December 12, 2019)
- *Public Lecture, California’s Native History Roundtable* (California State University, Northridge, Northridge, California, December 5, 2019)
- *Public Lecture, Native Truth & Healing: California Genocide Conference* (California State University, San Diego, San Diego, California, November 22, 2019)
- *Tribal Alliance of Sovereign Indian Nations Annual Legislative Summit Lecture* (Carlsbad, California, November 21, 2019)

- *History Forum Public Lecture* (California State University, Bakersfield, Bakersfield, California, November 8, 2019)
- *Teacher Training Lecture* (UCLA History-Geography Project, University of California, Los Angeles, October 25, 2019)
- *Christian Reformed Church Race Relations Conference Lecture* (Sierra Madre, California, October 24, 2019)
- *Public Lecture sponsored by the Pit River Tribe, Redding Rancheria, Shasta College Foundation, Shasta County Office of Education, Shasta Historical Society, Winnemem Wintu Tribe, and Wintu Cultural Museum* (Redding, California, October 19, 2019)
- *Public Lecture* (Shasta College, Redding, California, October 19, 2019)
- *Public Lecture* (Uppsala University, Uppsala, Sweden, March 27, 2019)
- *Ray Allen Billington Lecture* (Huntington Library, San Marino, CA, January 16, 2019)
- *Yale Genocide Studies Program Lecture* (Yale University, New Haven, CT, November 8, 2018)
- *California National Guard Senior Leadership Lecture* (California National Guard Headquarters, Sacramento, CA, August 2, 2018)
- *California National Guard Native American Day Lecture* (California National Guard Headquarters, Sacramento, CA, August 2, 2018)
- *Teacher Training Lecture* (Gilder Lehrman Institute of American History, Eureka, CA, June 2, 2018)
- *Public Lecture* (George Mason University, Arlington, VA, May 10, 2018)
- *Martha T. and Ralph M. Race Western History Lecture* (Frostburg State University, Frostburg, MD, May 9, 2018)
- *Public Lecture* (Chapman University, Orange, CA, May 3, 2018)
- *American Indian Studies Lecture* (Sonoma State University, Rohnert Park, CA, May 1, 2018)
- *Holocaust and Genocide Studies Series Lecture* (Sonoma State University, Rohnert Park, CA, May 1, 2018)
- *Public Lecture* (Mechanics' Institute Library, San Francisco, CA, April 27, 2018)
- *Keynote Speech, Second Annual Conference at the Donald Blake Center for the Study of Race, Ethnicity, and Culture* (Walla Walla University, College Place, WA, April 19, 2018)
- *Santa Fe Seminars Lecture* (Hotel Santa Fe, Santa Fe, NM, February 26, 2018)
- *Public Lecture* (University of Edinburgh, Edinburgh, United Kingdom, February 8, 2018)
- *Stanley Burton Center for Holocaust and Genocide Studies Lecture* (University of Leicester, Leicester, United Kingdom, February 7, 2018)
- *Public Lecture* (Royal Holloway, University of London, London, United Kingdom, February 6, 2018)
- *History Department Seminar* (Oxford University, Oxford, United Kingdom, February 5, 2018)
- *Public Lecture* (University of Toronto, Toronto, Canada, January 18, 2018)
- *Interactions Seminar Series Lecture* (University of Toronto Scarborough, Scarborough, Canada, January 18, 2018)
- *Public Lecture* (Drew Theological Seminary and St. Alban's Church, Los Angeles, CA, January 3, 2018)
- *Public Lecture* (Queen Mary University London School of Law, London, United Kingdom, December 12, 2017)
- *Public Lecture* (Essex University Human Rights Centre, Colchester, United Kingdom, December 11, 2017)
- *Public Lecture* (Anthropology Department, University of Southern California, Los Angeles, CA, November

22, 2017)

- *Native American and Indigenous Studies Center Lecture* (Northwestern University, Evanston, IL, November 15, 2017)
- *Public Lecture* (American Indian Resource Program, University of California, Irvine, Irvine, CA, November 9, 2017)
- *Raphel Lemkin Book Award Lecture* (Benjamin N. Cardozo School of Law, Yeshiva University, New York, NY, October 17, 2017)
- *ALOUD Series Lecture* (Los Angeles Public Library, Los Angeles, CA, October 10, 2017)
- *2017 William Howard and Hazel Butler Peters Lecture* (Charles Redd Center for Western Studies, Brigham Young University, Provo, UT, September 21, 2017)
- *Lecture for Governor Edmund G. Brown, Jr., Staff, and Guests* (Office of the Governor of California, Sacramento, CA, April 19, 2017)
- *Schoolwide Lecture* (La Jolla Country Day School, La Jolla, CA, April 13, 2017)
- *Public Lecture* (Barona Cultural Center and Museum, Barona Indian Reservation, CA, April 12, 2017)
- *Ena H. Thompson Distinguished Lectureship* (Pomona College, Pomona, CA, April 6, 2017)
- *Public Lecture* (Augua Caliente Cultural Musuem, Palm Desert, CA, March 15, 2017)
- *Public Lecture* (School of Advanced Study, University of London, London, United Kingdom, March 8, 2017)
- *Rothermere American Institute Lecture* (Rothermere American Institute, Oxford University, Oxford, United Kingdom, March 7, 2017)
- *Public Lecture* (Hammer Museum, Los Angeles, CA, February 28, 2017)
- *American Indian Studies Lecture* (Sonoma State University, Rohnert Park, CA, February 7, 2017)
- *Holocaust and Genocide Lecture Series* (Sonoma State University, Rohnert Park, CA, February 7, 2017)
- *Public Lecture* (University of California, Santa Cruz, Santa Cruz, CA, February 6, 2017)
- *Public Lecture* (University of California, Merced, Merced, CA, January 27, 2017)
- *History Club Lecture* (California State University, San Bernardino, San Bernardino, CA, January 25, 2017)
- *2017 Alden Berg Lecture* (University of California, Los Angeles, Los Angeles, CA, January 24, 2017)
- *Public Lecture* (Western Washington University, Bellingham, WA, January 18, 2017)
- *Public Lecture* (Fallbrook Library, Fallbrook, CA, January 10, 2017)
- *Transnational History Series Lecture* (Northeastern University, Boston, MA, December 5, 2016)
- *Public Lecture* (Moorpark College, Moorpark, CA, November 16, 2016)
- *Public Lecture* (Long Beach State University, Long Beach, CA, November 8, 2016)
- *Campus Dialogue on Race Lecture* (Humboldt State University, Arcata, CA, November 3, 2016)
- *Keynote Speaker, California Native American Heritage Commission 40th Anniversary Gala* (Sacramento, CA, October 21, 2016)
- *Resisting Genocide Lecture Series* (University of Southern California, Los Angeles, CA, October 11, 2016)
- *Public Lecture* (California Historical Society / San Francisco Presidio, San Francisco, CA, October 5, 2016)
- *Public Lecture* (University of California, Berkeley, Berkeley, CA, October 4, 2016)
- *Public Lecture* (Heyday Books Publishing House, Berkeley, CA, October 4, 2016)
- *Public Lecture* (University of Alaska, Anchorage Campus Bookstore, Anchorage, AK, September 23,



2016)

- *Guest Lecture* (University of Alaska, Anchorage, AK, September 22, 2016)
- *Public Lecture* (California Historical Society / La Plaza de Cultura y Artes, Los Angeles, CA, August 31, 2016)
- *In Conversation Lecture Series* (Huntington Library, San Marino, CA, July 27, 2016)
- *Public Lecture* (Institute for War, Holocaust, and Genocide Studies, Amsterdam, Holland, June 17, 2016)
- *Public Lecture* (Umeå University, Umeå, Sweden, June 15, 2016)
- *Public Lecture* (John F. Kennedy Institute, Free University of Berlin, Berlin, Germany, June 13, 2016)
- *Public Lecture* (Skylight Books, Los Angeles, CA, May 25, 2016)
- *Public Lecture* (Autry Museum of the American West, Los Angeles, CA, May 21, 2016)
- *Keynote Presentation, UCLA Undergraduate History Conference* (UCLA, Los Angeles, CA, May 13, 2016)
- *Public Lecture* (Amherst College, Amherst, MA, April 29, 2016)

### **Invited and Commissioned Lectures**

- "The Genocide of Connecticut's Pequot Indians, 1636-1640," *Contested Foundations: Commemorating the Red Letter Year of 1619 Conference* (William Andrews Clark Memorial Library, Los Angeles, CA, February 22, 2020)
- "Travel Writers, Journalists, and Officials: Finding Native Hawaiians in the California Gold Rush, 1848-1868," *Uppsala University Travel Writing Colloquium* (Uppsala University, Uppsala, Sweden, March 20, 2019)
- "Forgotten Forty-Niners: Native Americans in the California Gold Rush and the Making of the Modern World," *Public Lecture* (Swedish Collegium for Advanced Study, Uppsala, Sweden, February 12, 2019)
- "Other Argonauts: Native Hawaiians in the California Gold Rush," *Yale Macmillan Center Agrarian Studies Colloquium* (Yale University, New Haven, CT, November 9, 2018)
- "'California's First Carceral State: Franciscans, California Indians, and Penal Servitude, 1769-1836," *Public Lecture* (California Historical Society, San Francisco, CA, November 29, 2017)
- "Forgotten Forty-niners: Native Americans in the California Gold Rush and Indigenous Labor in the Making of the American West," *Public Lecture* (Stanford University, Stanford, CA, May 17, 2017)
- "The Question of Genocide in United States History," *In Class Guest Lecture* (Humboldt State University, Arcata, CA, November 3, 2016)
- "The Tolowa Genocide," *Public Lecture* (Humboldt State University, Arcata, CA, November 2, 2016)
- "Teaching California Indian History in the Fourth Grade," *California in American History Seminar* (Huntington Library, San Marino, CA, July 27, 2016)
- "The Question of Genocide in American History," *George and Ann Richards Civil War Era Center Lecture Series* (Pennsylvania State University, State College, PA, February 26, 2016)
- "The American Genocide Debate," *Genocide and Global History: A Conference Commemorating the 100th Anniversary of the Armenian Genocide* (UCLA, Los Angeles, CA, April 11, 2015)
- "The Third Vector: Pacific Pathogens and Virgin Soil Epidemics North of Mexico," *Migrant Ecologies: Pacific World Environmental History Symposium* (Amherst College, Amherst, MA, March 23, 2015)
- "California and Oregon's Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories," *Killing California Indians: Genocide During the California Gold Rush Symposium* (University of California, Riverside, Riverside, CA, November 7, 2014)
- "'Unholy Traffic in Human Blood and Souls': Systems of California Indian Servitude under United States Rule," *Public Lecture* (Loyola Marymount University, Los Angeles, CA, April 8, 2014)

- “California’s Yuki Indians and the Question of Genocide in the Golden State,” *Guest Lecture* (Loyola Marymount University, Los Angeles, CA, September 20, 2013)
- “California and Oregon’s Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories,” *Public Lecture Sponsored by the Modoc Tribe of Oklahoma* (Northeastern Oklahoma A & M College, Miami, OK, September 11, 2013)
- “The American Revolution in Indian Country” and “Indians and the Early Republic,” *Gilder Lehrman Institute American Revolution Seminar* (UCLA, Los Angeles, CA, July 18, 2013)
- “‘Unholy Traffic in Human Blood and Souls’: California Indian Systems of Servitude under United States Rule,” *Autry Western History Workshop* (Autry National Center, Los Angeles, CA, May 15, 2013)
- “California and Oregon’s Modoc Indians: How Resistance Camouflages Genocide in Colonial Histories,” *Resisting the Path to Genocides Lecture Series* (University of Southern California, Los Angeles, CA, March 5, 2013)
- “California and Oregon’s Modoc Indians: How Victim Resistance Camouflages Genocide in Colonial Histories,” *Public Lecture* (Klamath Tribes, Chiloquin, OR, December 10, 2012)
- “California and Oregon’s Modoc Indians: How Resistance Camouflages Genocide in Colonial Histories,” *Colonial Genocide and Indigenous North America Workshop* (University of Manitoba, Winnipeg, Canada, September 22, 2012)
- “Pacific Unbound: Redefining the Age of Abolition,” *Public Lecture* (Transylvania University, Lexington, KY, May 16, 2012) Co-authored and co-presented with Professor Edward Melillo
- “Genocide in America? The Assault on California and Oregon’s Tolowa Indians,” *Oregon State University Holocaust Memorial Program Address* (Oregon State University, Corvallis, OR, April 18, 2012)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation to the Bishop Paiute Tribe* (Bishop Paiute Tribe Headquarters, Bishop, CA, December 6, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation to the Big Pine Paiute Tribe of the Owens Valley* (Big Pine Tribe of the Owens Valley Paiute Headquarters, Big Pine, CA, December 4, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation at the Fort Independence Indian Reservation* (Fort Independence Indian Reservation Headquarters, Independence, CA, December 5, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation at the Lone Pine Paiute-Shoshone Reservation* (Lone Pine Tribe Paiute-Shoshone Reservation, Lone Pine, CA, December 5, 2011)
- “American Genocide? Meaning, Debate, and New Methods,” *Public Lecture* (Tufts University Hillel, Medford, MA, November 21, 2011)
- “The American Civil War in Northern California,” *Teaching American History Symposium* (Crescent City, CA, September 17, 2011)
- “An Introduction to the American Civil War in Northern California,” *Presentation to the Yurok Culture Committee* (Yurok Tribal Headquarters, Klamath, CA, September 16, 2011)
- “The Yana Genocide, 1850-1872,” *Presentation to the Redding Rancheria Tribal Council* (Redding Rancheria, Redding, CA, August 23, 2011)
- “California and Oregon’s Modoc Genocide, 1851-1873,” *Presentation to the Klamath Tribes Tribal Council* (Klamath Tribes, Chiloquin, OR, August 22, 2011)
- “Forgotten 49ers: Rethinking Native Americans in the Gold Rush and the Making of the American West” and “When ‘The World Was Turned Upside Down’: California and Oregon’s Tolowa Indian Genocide, 1851-1856,” *Teaching American History Symposium* (Crescent City, CA, May 21, 2011)
- “When ‘The World Was Turned Upside Down’: California and Oregon’s Tolowa Indian Genocide, 1851-1856,” *Public Lecture* (Elk Valley Rancheria, Crescent City, CA, May 20, 2011)
- “Revisiting the American Genocide Debate: Meaning, Debate, and New Research Methods,” *Public*



*Lecture* (Northwestern University, Evanston, IL, May 6, 2011)

- “Native American Gaming: A Double Edged Sword,” *Dallas Dartmouth Club Lecture* (Dallas, TX, February 19, 2011)
- “From Africa to Auschwitz,” *Holocaust Course Guest Lecture* (University of California, Berkeley, Berkeley, CA, February 25, 2010)
- “From Africa to Auschwitz,” *Public Lecture* (Danish Institute for International Studies, Copenhagen, Denmark, January 29, 2010)
- “American Genocide? Meaning, Debate, and New Research Methods,” *Public Lecture* (University of South Florida, Tampa, FL, November 19, 2009)
- “California’s Yuki Indians and the Question of Genocide in the Golden State,” *Guest Lecture* (San Francisco State University, San Francisco, CA, September 12, 2008)
- “East From California: How California Men and Methods Influenced the Conquest of the Interior West,” *Bancroft Library Lecture* (University of California, Berkeley, Berkeley, CA, March 20, 2008)
- “Genocide and Survival in Tolowa Country,” *Annual Tolowa Dee-ni’ Day* (Smith River Rancheria, Smith River, CA, September 29, 2007)
- “Africa, German Colonialism, and the Holocaust,” *Facing History and Ourselves Teachers’ Workshop* (Fremont, CA, June 27, 2007)
- “The Yuki Genocide,” *Facing History and Ourselves Teachers’ Workshop* (Fremont, CA, May 29, 2007).
- “When ‘The World Was Turned Upside Down’: The Tolowa Genocide,” *37th Annual United Indian Health Services Annual Board and Staff Meeting* (Blue Lake Rancheria, Blue Lake, CA, March 14, 2007)
- “The Tolowa Genocide,” *Public Lecture* (Smith River Rancheria, Smith River, CA, September 30, 2006)
- “The Tolowa Genocide,” *Teaching American History Symposium* (Crescent City, CA, September 30, 2006)

### **Conference and Lecture Series Papers**

- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Nordic Association for American Studies Conference* (Bergen, Norway, April 25, 2019)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Pacific Historical Society Annual Meeting* (Cambridge, United Kingdom, December 4, 2018)
- “California’s First Carceral State: Franciscans, California Indians, and the Habit of Incarceration,” *Native American and Indigenous Studies Association* (Los Angeles, CA, May 18, 2018)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *American Society for Ethnohistory Annual Meeting* (Winnipeg, Canada, October 12, 2017)
- “California’s First Carceral State: Franciscans, California Indians, and the Habit of Incarceration, 1769-1836,” *American Society for Ethnohistory Annual Meeting* (Nashville, TN, November 10, 2016)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Native American and Indigneous Studies Association Conference* (Honolulu, HI, May 18, 2016)
- “The Forgotten Genocide in Eastern California’s Owens Valley, 1862-1868,” *American Society for Ethnohistory Annual Meeting* (Las Vegas, NV, November 5, 2015)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Western History Association Conference* (Portland, OR, October 22, 2015)
- “Understanding the Pequot War as Genocide,” *Omohundro Institute of Early American History and Culture / Society of Early Americanists Conference* (Chicago, IL, June 19, 2015)
- “‘Unholy Traffic in Human Blood and Souls’: Systems of California Indian Servitude under United States Rule,” *American Historical Association Annual Meeting* (New York, NY, January 4, 2015)

- “California and Oregon’s Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories,” *International Association of Genocide Scholars Annual Meeting* (Winnipeg, Canada, July 17, 2014)
- “Forgotten 49ers: Native American Miners in the California Gold Rush,” *American Historical Association Annual Meeting* (Washington, D.C., January 3, 2014)
- “‘Unholy Traffic in Human Blood and Souls’: Systems of California Indian Servitude under United States Rule,” *Western History Association Conference* (Tucson, AZ, October 12, 2013)
- “Forgotten 49ers: The Rise and Fall of American Indian Miners in the California Gold Rush,” *Western History Association Conference* (Incline Village, NV, October 15, 2010)
- “Forgotten 49ers: The Rise and Fall of American Indian Miners in the California Gold Rush,” *Maple Leaf and Eagle Conference* (Renvall Institute, University of Helsinki, Helsinki, Finland, May 20, 2010)
- “The Modoc Genocide, 1851-1873” *Annual Meeting of the Organization of American Historians* (Washington, D.C., April 9, 2010)
- “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” *Berlin Roundtables on Memory Politics: Education, Memorials and Mass Media* (Wissenschaftszentrum Berlin für Sozialforschung, Berlin, Germany, October 22, 2009)
- “The Modoc Genocide in Northern California and Southern Oregon, 1851-1873,” *The First International Graduate Student Conference on Holocaust and Genocide Studies* (Clark University, Worcester, MA, April 24, 2009)
- “Systems of Servitude, Relations of Risk: Locating Unfree Labor in Nineteenth-Century California,” co-authored and co-presented with Professor Edward Melillo, *Western History Association Conference* (Salt Lake City, UT, October 25, 2008)
- “The Mechanics of Nineteenth-Century Massacre: Tasmania and California, 1803-1864,” *Revisiting the Massacre in History: An Interdisciplinary Workshop* (University of Newcastle, Newcastle, Australia, September 26, 2008)
- “From Legislation to Extermination: How Military, State and Federal Legislators Opened the Door to the California Indian Catastrophe, 1846-1854,” *Law & Society Association Conference* (Montreal, Canada, May 29, 2008)
- “‘They Were Outlawed’: How Legislators Catalyzed the California Indian Catastrophe, 1848-1863,” *Western History Association Conference* (Oklahoma City, OK, October 6, 2007)
- “The Yuki Genocide, 1854-1864,” *Round Valley Indian History Conference* (Round Valley Indian Reservation, Covelo, CA, June 23, 2007)
- “American Genocide? The Yuki of California, 1854-1864,” *Annual Meeting of the Organization of American Historians* (Minneapolis, MN, March 29, 2007)
- “Britain’s Tasmanian Penal Colony and Australia’s History Wars,” *Annual Meeting of the Australian and New Zealand Law and History Society* (Hobart, Australia, December 10, 2006)
- “The Yana Genocide, 1846-1871,” *American Society for Ethnohistory Annual Meeting* (Williamsburg, VA, November 4, 2006)
- “From Africa to Auschwitz,” *Phi Alpha Theta History Honor Society Conference* (Philadelphia, PA, January 6, 2006)
- “Genocide of the Yuki and Tolowa in Nineteenth Century California,” *Yale Genocide Studies Program Lecture Series* (New Haven, CT, October 27, 2005)
- “From Africa to Auschwitz,” *Confronting the Threat of Genocide: A Symposium at Montclair State University* (Montclair, NJ, April 5, 2005)
- “From Africa to Auschwitz,” *The Age of Rage: Hatred and Violence in International History* (New Haven, CT, April 1, 2005)
- “The Yuki Genocide,” *University of Sydney Genocide and Colonialism Conference* (Sydney, Australia,

July 20, 2003)

- “Patterns of Frontier Genocide, 1803-1910,” *Yale Genocide Studies Program Lecture Series* (New Haven, CT, February 13, 2003)

### Roundtable Participation

- “Murder and Survival: The Remarkable Story of Indian Rebirth in the Wake of Genocide,” *Bay Area Book Festival* (Berkeley, CA, April 28, 2018)
- “Teaching California History in the Fourth Grade,” *Western History Association Conference* (San Diego, CA, November, 2017)
- “Tragedies of Our Past,” *Los Angeles Times Festival of Books* (Los Angeles, CA, April 23, 2017)
- “Unfree Labor During the American Civil War,” *Autry National Center for the American West* (Los Angeles, CA, May 16, 2015)
- “Holocaust & Genocide Studies: Complementary or Competitive Paradigms?,” *UCLA International Institute* (Los Angeles, CA, February 12, 2015)
- “Indigenous Genocide Studies in the West and the World,” *Western History Association Conference* (Newport Beach, CA, October 17, 2014)
- “Conference on Latin American History Borderlands and Frontiers Studies Roundtable,” *American Historical Association Annual Meeting* (Washington, D.C., January 4, 2014)

### Panels Organized

- “Transnational Hawai’i: Sovereignities Within and Beyond the Islands.” Papers by Benjamin Madley, Edward Melillo, and Noah Ha’alilio Solomon. Commentary by Hannah Cutting-Jones. *Pacific History Association Conference* (Cambridge, United Kingdom, December 4, 2018)
- “Transnational Hawaiian Histories: Within and Beyond the Nineteenth-Century Islands.” Papers by Benjamin Madley, Gregory Rosenthal, and Lissa Wadewitz. Commentary by Edward Melillo. *Western History Association Conference* (Portland, OR, October 22, 2015)
- “Extreme Violence Against American Indians in Colonial North America.” Papers by Benjamin Madley, Mark Meuwese, and John Smolenski. Commentary by Jeffrey Ostler. *Omohundro Institute of Early American History and Culture / Society of Early Americanists Conference* (Chicago, IL, June 19, 2015)
- “Genocide and American Indians, 1640-1890.” Papers by Benjamin Madley, Mark Meuwese, and Jeffrey Ostler. Commentary by Ned Blackhawk. *International Association of Genocide Scholars Annual Meeting* (Winnipeg, Canada, July 17, 2014)
- “Other Argonauts: Chileans, Hawaiians, and Native Americans in the California Gold Rush.” Papers by Benjamin Madley, Timothy Macholz, and Edward Melillo. Chaired by Peter Blodgett. Commentary by Molly Holz. *Western History Association Conference* (Incline Village, NV, October 15, 2010)
- “The American Genocide Debate.” Papers by Benjamin Madley, Alfred Cave, and Adam Jones. Commentary by Jeffrey Ostler, *Annual Meeting of the Organization of American Historians* (Minneapolis, MN, March 29, 2007)
- “Tasmania: Cradle of Australian Colonial Genocide and Massacre?” Papers by Benjamin Madley and Lyndall Ryan. Chaired by Peter Chapman. Commentary by Henry Reynolds. *Annual Meeting of the Australian and New Zealand Law and History Society* (Hobart, Australia, December 10, 2006)
- “The Question of Genocide in American History.” Papers by Benjamin Madley and Gary Clayton Anderson. Commentary by Anderson. *American Society for Ethnohistory Annual Meeting* (Williamsburg, VA, November 4, 2006)
- “Colonialism and the Holocaust.” Papers by Benjamin Madley, Wendy Lower, and Stephen Wicken. *Phi Alpha Theta History Honor Society Conference* (Philadelphia, PA, January 6, 2006)

### Panels Chaired and Commented Upon

- Chair, “Forced Migrations of Native Populations in the Early Modern Period.” Papers by Arne Bialuschewski, Paul Conrad, Jeffrey Erbig, and Mark Meuwese. *American Society for Ethnohistory* (Nashville, TN, November 10, 2016)
- Chair and commentator, “Uncaged from the Self.” Papers by Andrew Le and Sara-Maria Sorentino. *Caged and Uncaged: Trajectories of Subjection and the (Im)Possibility of Freedom* (University of California, Los Angeles, CA, January 29, 2016)
- Chair, “Connecting Disease, Violence, and Colonialism in American Indigenous History.” Papers by Paul Kelton, Tai Edwards, and Preston S. McBride. Commentary by William Bauer, Jr. *Western History Association Conference* (Portland, OR, October 23, 2015)
- Chair and commentator, “Settlers, States, and ‘Vanishing Peoples’: Differing Genocides in Colonial Contexts.” Papers by Björn Beyen, Dörte Lerp, and Hanno Scheerer. *Critical Ethnic Studies and the Future of Genocide Conference* (University of California, Riverside, Riverside, CA, March 10, 2011)

### Conference Organized

- *Native American Historical Trauma & Healing*. Co-organized with Molly Springer. Papers by Alison Ball, Tom Ball, Matthew Friedman, Benjamin Madley, Vera Plamer, and Maria Yellow Horse Brave Heart (Dartmouth College, Hanover, NH, May 25, 2012)

## Ph.D., M.A., and B.A. THESIS ADVISING

### 2014-Present **Ph.D. Theses**

- Toulouse-Antonin Roy, “‘The Camphor Questions is in Reality the Savage Question’: The Japanese Empire, Indigenous Peoples, and the Making of Capitalist Taiwan, 1895-1915,” UCLA History Ph.D., committee member, 2017-present
- Harper Benjamin Keenan, “The Mission Project: A Study of Elementary School History Education in California,” Stanford University Education Ph.D., committee member, 2017-2019 (graduated)
- Jeremiah Sladeck, “Padres Discontentos: Franciscan Decline and the Failure of the California Mission System, 1785-1805,” UCLA History Ph.D., committee member, 2016-present
- Preston S. McBride, “A Lethal Education: Institutionalized Negligence, Epidemiology, and Death in American Indian Boarding Schools, 1879-1934,” UCLA History Ph.D., committee chair, 2016-present
- Rhiannon Koehler, “High Grade Danger: Indigenous Political Cartoons and the Navajo-Hopi Land Dispute, 1973-2006,” UCLA History Ph.D., committee member, 2016-2018 (graduated)
- Nanar Khamo, “Representations of Memory, Genocide, and Violence in Contemporary Francophone Fiction,” UCLA French and Francophone Studies Ph.D., committee member, 2015-2018 (graduated)
- Max Flomen, “Cruel Embrace: War and Slavery in the Texas Borderlands, 1700-1840,” UCLA History Ph.D., committee member, 2014-2018 (graduated)
- Yve Chavez, “Indigenous Artists and Ingenuity at the California Missions after 1769,” UCLA Art History Ph.D., committee member, 2014-2017 (graduated)

### 2012-Present **M.A. Theses**

- Shannon Rivers, “The Removal and Incarceration of Native American/Indigenous Men in Arizona, 1980-2018,” UCLA American Indian Studies M.A., committee member, 2018-present
- Kelly Leah Stewart, “(Re)wrighting and (Re)righting California Indian Histories: Legacies of Saint Boniface Indian Industrial School, 1890 to 1934,” UCLA American Indian Studies M.A., committee member, 2017-

2018 (graduated)

- Vanessa Cisneros, "Saginaw, Swan Creek, and Black River Tribal Journalism and the Anishinabeg Imaginary: Dibaajimowin, 1978-2016," UCLA American Indian Studies M.A., committee member, 2016-present
- David Two Eagles Streamer, "A Fight for Food: The Assault on California Indian Food Ways, 1769-1873," UCLA American Indian Studies M.A., advisor, 2016-2018 (graduated)
- Damien Montaño, "Indigenous Artistic Expression in the Crossroads of Los Angeles: Adornment, Beautification, and Guerilla Jewelry," UCLA American Indian Studies M.A., committee member, 2016-2017 (graduated)
- Jacquelyn Teran, "Colonial Order and the Origins of California Native Women's Mass Incarceration: California Missions and Beyond," UCLA American Indian Studies M.A., committee member, 2014-2015 (graduated)
- Chantal Walker, "Piyahu Nadu - Land of Flowing Waters," UCLA American Indian Studies M.A., committee member, 2013-2014 (graduated)
- Preston S. McBride, "A Blueprint for Death in U.S. Off-Reservation Boarding Schools: Rethinking Institutional Mortalities at Carlisle Indian Industrial School, 1879-1918," Dartmouth College Cultural Studies M.A., co-advisor with Colin Calloway, 2012-2013 (graduated)

#### 2013-Present **B.A. Theses**

- Jacob Lahana, "From Salvage Ethnography to the Struggle for Citizenship: Rodman Wanamaker, Joseph Dixon, and the Indian Citizenship Act of 1924," UCLA History B.A., advisor, 2016-2017. Awarded the UCLA History Department's 2017 Carey McWilliams Award Committee's Second Prize
- Jillian Tsacoyeanes, "Contextualizing Captivity: The Historical Context of Fear in Female Abenaki Captivity Narratives," UCLA History B.A., co-advisor with Ellen DuBois, 2014-2015. Awarded the UCLA History Department's 2015 Carey McWilliams Award Committee's First Prize
- Shannon Lassiter, "Andrew Jackson, the Creek War, and the Origins of Florida's Seminole Wars," UCLA History B.A., advisor, 2014-2015
- Valeria Rivera, "Captive on Their Own Land: Unfree Indian Labor in California's Missions, 1769-1836," UCLA History B.A., advisor, 2013-2014. Published in UCLA's *Quaestio: The Undergraduate History Journal* 8 (2013-2014), 149-190. Awarded the UCLA History Department's 2014 Carey McWilliams Award Committee's Noted for Scholarly Distinction Prize

## UNIVERSITY AND PROFESSIONAL SERVICE

#### 2013-Present **UCLA Service**

- African American Studies Department Adhoc Assistant Professor Search Committee, 2017
- American Indian Studies Program Graduate Admissions Committee Chair, 2017
- American Indian Studies Program Interim Chair, 2016-2017
- American Indian Studies Center Visiting Scholar Selection Committee, 2016, 2017
- American Indian Studies Center Open Rank Search Committee Chair, 2016-Present  
Hired Assistant Professor Kyle Mays and Professor Nancy Mithlo
- American Indian Studies Program Temporary Lecturer Search Committee Chair, 2016  
Hired Dr. Wendy Teeter
- American Indian Studies Program Faculty Advisory Committee, 2013-2018, 2019-Present
- American Indian Studies Program Faculty Advisory Committee Chair, 2016-2017



- American Indian Studies Program Staff Search Committee, 2017  
Hired Nóra Pulskamp
- American Indian Studies Center Research Award Selection Committee, 2014-2017
- American Indian Studies Center Ariana and Hanna Yellowthunder Scholarship Selection Committee, 2016, 2017
- American Indian Studies Center Faculty Advisory Committee, 2013-2018, 2019-Present
- History Department Assistant Professor Search Committee Member, 2020-Present
- History Department Teaching Committee, 2019-Present
- History Department Adhoc Tenure Review Committee, 2019-Present
- History Department United States Field Coordinator, 2017-2018
- History Department Chair's Advisory Committee, 2015-2016, 2017-2018
- History Department Graduate Student Affairs Committee, 2013-2016, 2017-2018
- History Department Adhoc Full Professor Search Committee, 2015
- History Department Academic Personnel Committee, 2013-2015, 2017-2018, 2019-Present

2011-2014

**Professional Service**

- The Western History Association Trennert-Iverson Award Committee, 2011-2014, 2013-2014 chair

**NANCY MARIE MITHLO, PH.D.**

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**DEGREES**

Doctor of Philosophy	1993	Stanford University, Anthropology Dissertation: The Negotiated Role of Contemporary American Indian Artists Supervisors: Clifford R. Barnett, George Spindler, Rayna Green
Master of Arts	1988	Stanford University, Anthropology
Bachelor of Arts	1986	Appalachian State University, Anthropology and Art

**POSITIONS HELD****ACADEMIC**

2018–	Professor, Department of Gender Studies, University of California, Los Angeles.
2016	Faculty, School of Art, California Institute of the Arts, “History of Photography.”
2014–2018	Associate Professor of Art History and Visual Arts, Occidental College and Chair of American Indian Studies at the Autry Museum of the American West.
2011–2014	Associate Professor, Art History and American Indian Studies, University of Wisconsin-Madison.
2007–2011	Assistant Professor, Art History and American Indian Studies. University of Wisconsin–Madison.
2001–2007	Assistant Professor, Anthropology Department. Smith College.
1997–2000	Lecturer, Division of Arts and Sciences. Santa Fe Community College.
1996–2000	Temporary Part Time Faculty, American Studies. University of New Mexico.
1997–1999	Professor of Museum Studies, Institute of American Indian Arts.
1995–1997	Temporary Part Time Faculty, Native American Studies. University of New Mexico.
1994–1999	Adjunct Assistant Professor, Temporary Part Time Faculty, Anthropology Department. University of New Mexico.

**OTHER PROFESSIONAL POSITIONS**

2000	Assistant Director, Native Eyes: Indian Perspectives on Knowledge and Culture. Institute of American Indian Arts.
1997–2001	Director, Native American Arts Alliance.
1998	Producer, Living Voices. Smithsonian National Museum of the American Indian.
1994	Program Coordinator, Native American Preparatory School.
1993	Project Director, The Zuni Mission Mural Project.
1992	Acting Director, The Institute of American Indian Arts Museum.
1991	Collections Manager /Archivist, Poeh Center. Pueblo of Pojoaque.

## HONORS, GRANTS AND AWARDS

- 2017–2018 Visiting Scholar, University of California Los Angeles Institute of American Cultures, American Indian Studies Center, George A. and Eliza Gardner Howard Foundation Fellow, Brown University, Getty Research Institute Guest Researcher.
- 2017 Fellow, “Making Difficult History Public,” the 6<sup>th</sup> Annual Public History Institute, Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale University and the National Museum of African American History and Culture.
- 2016–2017 Eastern Band of Cherokee Indians, Osage Nation Foundation and MacArthur International Grant exhibit support “Wah.shka.” Venice Biennale 57th Esposizione Internazionale d’Arte.
- 2016 Selected Author, The Institute for American Indian Research (IFAIR) University of New Mexico Indigenous Book Festival: Beyond Stereotype, Prejudice, & Racism, supported by The Alfonso Ortiz Center for Intercultural Studies and the New Mexico Humanities Council.
- 2015–2018 NEA-funded Researcher. \$20,000 grant from the National Endowment for the Arts “Research: Art Works” with co-Investigator, Occidental College assistant professor of cognitive science Aleksandra Sherman. Project title: “To support: Expanding cultural competencies for interpreting American Indian subject matter in museums through cognitive perspective taking.” The Autry Museum of the American West and Occidental College.
- 2015 Summer Teachers Institute in Technical Art History Fellow, Yale University Institute for the Preservation of Cultural Heritage Conservation lab and the Yale University Art Gallery.
- 2014–2015 Native Arts and Cultures Foundation and Osage Nation Foundation exhibit support “Ga ni tha.” Venice Biennale 56th Esposizione Internazionale d’Arte.
- 2012–2013 Andy Warhol Foundation and the New Mexico Endowment for the Humanities funding for the exhibition “Thicker Than Water” Museum of Contemporary Arts, Institute of American Indian Arts.
- 2012 Georgia O’Keeffe Research Center Scholar.
- 2011–2012 School for Advanced Research Anne Ray Resident Scholar.
- 2011 UW-Madison Outstanding Women of Color Award.
- 2010–2011 University of Wisconsin System Institute on Race and Ethnicity. “American Indian Photography.”
- 2010–2011 University of Wisconsin–Madison Graduate School Research Award. “Photographer Horace Poolaw: The Calendar Maker’s Son.”
- 2009–2011 University of Wisconsin–Madison Vilas Associates Grant.
- 2009–2010 Woodrow Wilson National Fellowship Foundation Career Enhancement Fellowship for Junior Faculty.
- 2009 University of Wisconsin–Madison Graduate School Research-Service Award.
- 2009 Smithsonian National Museum of the American Indian, Indigenous Contemporary Arts Program, University of Wisconsin–Madison Graduate School, Ho-Chunk Nation. “Rendezvoused: To Go Somewhere.” Venice Biennale 53rd Esposizione Internazionale d’Arte.
- 2008–2009 The Ford Foundation, Indigenous Knowledge & Expressive Culture Portfolio. “American Indian Curatorial Practice 2008: State of the Field.”
- 2008 Stanford University Distinguished Alumni Scholar.
- 2008 University of Wisconsin–Madison Graduate School Research Award. “‘A Native Intelligence’: The Poolaw Photography Project.”
- 2007 Canada Council for the Arts Aboriginal Peoples Collaborative Exchange: International Project Grants, Institute of International Education, Smith College Harnish Fellowship. “The Requickening Project.” Venice Biennale 52nd Esposizione Internazionale d’Arte.
- 2005–2006 Mellon Foundation Faculty Partnership and Exchange Award, Smith College.
- 2005 Future of Minority Studies Mellon Fellow, Cornell University.



- 2004–2005 Visiting Faculty Fellow, Research Institute of Comparative Studies in Race and Ethnicity, Stanford University.
- 2004–2005 Jean Picker Fellowship Smith College.
- 2003 Smithsonian National Museum of the American Indian and Jean Chisolm Gardner '48 Faculty Fellowship, Smith College. "Pellerossasogna—The Shirt." Venice Biennale 50th Esposizione Internazionale d'Arte.
- 1994–1995 Kellogg Fellow, American Indian Ambassadors Program, Americans for Indian Opportunity.

## PUBLICATIONS

### BOOKS AND MONOGRAPHS

- 2009 *"Our Indian Princess": Subverting the Stereotype*. Santa Fe: School for Advanced Research Press. [P]

### BOOKS IN PREPARATION

- 2020 "A/Part of This World: Indigenous Curation at the Venice Biennale." Book manuscript in preparation. Under contract, State University of New York Press.
- 2019 "Knowing Native Arts." Book manuscript in preparation.. Anticipated release fall 2020. University of Nebraska Press..

### EDITORIAL

- 2020 Senior Editor, *American Indian Art 101*. Forcoming title from the University of New Mexico Press. [P]
- 2014 Senior Editor, *For a Love of His People: The Photography of Horace Poolaw*. New Haven: Yale University Press with the Smithsonian Institution Press. [P]
- 2012 Senior Editor, "American Indian Curatorial Practice" A dedicated volume of the *Wicazo-Sa Review* 27(1). [P]
- 2011 Senior Editor, *Manifestations: New Native Art Criticism*. Santa Fe: Museum of Contemporary Native Arts. DAP distributors.

### ARTICLES

- 2019 "How Perspective-taking in Museums Can Lead to Increased Bias: A Call for 'Less Certain' Positions in American Indian Contexts." Submitted to *Curator* journal. [P]
- 2019 Co-author, with Aleksandra Sherman and Lani Cupo "Perspective-taking Increases Emotionality and Empathy but Does Not Reduce Harmful Biases against American Indians: Converging Evidence from the Museum and Lab." Submitted to *The Journal of Experimental Social Psychology*. [P]
- 2019 "The Artist Knows Best: The De-Professionalism of a Profession." Submitted to *UCLA American Indian Culture and Research Journal* Special Issue "Fraud in American Indian Arts."
- 2019 "Native American Art 101." In *Understanding and Teaching Native American History* edited by Brady DeSanti and Kristofer Ray, forthcoming title from the University of Wisconsin Press. [P]
- 2019 "Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths," reprinted in *Knowledge for Justice: An Ethnic Studies Reader* co-published by the four ethnic studies (edited by David Yoo, vice-provost of the Institute of American Cultures). [P]
- 2018 "The Gaze in Indigenous Art - Depictions of the Body and Nudity." In *American Indian Art 101* forthcoming title from the University of New Mexico Press. [P]
- 2017 "In the Silence of Dusk: An Indigenous Reading of the West." In *Art of the West* in press from the Autry Museum of the American West and the University of Oklahoma Press. [P]

- 2016 “Afterword” contribution to the exhibit catalogue *New Century: The Life and Legacy of Cherokee Artist and Educator Lloyd “Kiva” New* - The Museum of Indian Arts and Culture, the IAIA Museum of Contemporary Native Arts, and the New Mexico Museum of Art.
- 2014 “Horace Poolaw ‘Pictures by an Indian.’” In *For a Love of His People: The Photography of Horace Poolaw*. New Haven: Yale University Press with the Smithsonian Institution Press. pp 84-95. [P]
- 2013 “Here Now, But Not Always: Native Arts and the Museum.” *El Palacio*, Vol. 118, no. 4: 22-27. [P]
- 2012 “Within and Outside: The American Indian Presence at the Venice Biennale, 1999-2011,” in *Gli Indiani d’America e L’Italia*, vol. 4 Edited by Fedora Giordano, Alessandria, Italy, Edizioni dell’Orso. [P]
- 2012 “No Word for Art in Our Language?--Old Questions, New Paradigms.” *Wicazo-Sa Review* 27(1):111-126. [P]
- 2012 “‘Silly Little Things’: Framing Global Self-Appropriations in Native Arts.” In *No Deal! Indigenous Arts and the Politics of Possession*. ed. Tressa Berman. School for Advanced Research Press pp. 188-205. [P]
- 2011 “Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths.” *American Indian Culture and Research Journal* 35(4): 103-118. [P]
- 2011 “The First Wave...This Time Around.” In *Manifestations: New Native Art Criticism*, ed. Nancy Marie Mithlo, Pp. 18-27. Santa Fe: Museum of Contemporary Native Arts.
- 2011 Co-author with Tressa Berman - “‘The Way Things Are,’ Curating Place as Feminist Practice in American Indian Women’s Art.” In *Entering the Picture, Judy Chicago, The Fresno Feminist Art Program, and the Collective Visions of Women Artists*, ed. Jill Fields, Pp. 267-282. New York, NY: Routledge. [P]
- 2010 “The Political Aesthetic of Imaginary Landscapes.” In *LAND/ART New Mexico: A Collaborative Exploration of Land-based Art*, Pp. 94-101. Santa Fe: Radius Books.
- 2009 “Elisabetta Frasca Intervista Nancy Marie Mithlo,” “Inclusione ed Esclusione: La Presenza Nativa Americana Alla Biennale di Venezia, 1999-2009.” *Antropologia Museale. Rivista Quadrimestrale Della Società Italiana per la Museografia e i Beni Demoetnoantropologici* 8, (23/24): 72-78. [P]
- 2009 “‘A Real Feminine Journey’: Locating Indigenous Feminisms in the Arts.” *Meridians: Feminism, Race, Transnationalism*. 9(2)31: 1-30. [P]
- 2008 “A Realist View of Image Politics: Reclamation of the ‘Every Indian.’” In *[Re]inventing the Wheel: Advancing the Dialogue on Contemporary American Indian Art*. Nancy J. Blomberg, ed. Pp. 105-125. Denver: Denver Art Museum.
- 2007 “What We Do and Do Not Talk About: The Place of Indigenous Arts Dialogue.” In *Unlimited Boundaries: Dichotomy of Place in Contemporary Native American Art*. Pp. 4–7. Albuquerque: The Albuquerque Museum of Art and History.
- 2006 “‘Give, Give, Giving’: Cultural Translations.” In *Vision, Space, Desire: Global Perspectives and Cultural Hybridity*. Pp. 84–97. Washington, DC: Smithsonian National Museum of the American Indian. [P]
- 2006 “Native American Art in a Global Art Context: Politicization as a Form of Aesthetic Response.” In *Exploring World Art*. Eric Venbrux, Pamela Sheffield Rosi, and Robert L. Welsch, eds. Pp. 371–87. Long Grove, IL: Waveland Press. [P]
- 2005 “Re-appropriating Redskins—Pellerossasogna (Red Skin Dream): Shelley Niro at the 50th La Biennale di Venezia.” *Visual Anthropology Review* 20 (2): 22–35. [P]
- 2004 “‘Red Man’s Burden’: The Politics of Inclusion in Museum Settings.” *American Indian Quarterly* 28(3 /4): 743–63. [P]
- 2004 “The Redskins Critique—Trying to Experience the World Like the First Time.” *Red Ink* 11(2): 28–32. [P]

- 2004 “‘We Have All Been Colonized’: Subordination and Resistance on a Global Arts Stage.” *Visual Anthropology* 17 (3 /4): 229–45. [P]
- 2003 “Red Skin Dreams.” In *La Biennale di Venezia 50 Esposizione Internazionale D’Arte: Dreams and Conflicts—The Dictatorship of the Viewer*. Francesco Bonami and Maria Luisa Frisa, eds. Pp. 642–43. Venice: Marcilio Editori.
- 2003 “Staging the Indian: The Politics of Representation.” *American Anthropologist* 105(1): 156–161. [P]
- 2001 “IAIA Rocks the Sixties: The Painting Revolution at the Institute of American Indian Arts.” *Museum Anthropology* 24(2 /3): 63–68. [P]
- 2001 “Umbilicus.” In *La Biennale di Venezia 49 Esposizione Internazionale D’Arte: Plateau of Human-kind*. Harald Szeeman and Cecilia Liveriero Lavelli, eds. Pp. 208–09. Milan: Electa.
- 2000 “Two Hours.” In *Anticipating the Dawn: Contemporary Art by Native American Women*. Pp. 5–8. Gardiner Art Museum, Oklahoma State University.
- 2000 “Contributor.” In *Who Stole the Tee Pee?* Fred Nahwoosky and Richard Hill, Sr. eds. Pp. 18, 59, 64, 78. Atlatl, Inc.
- 1999 “Ceremonial.” In *La Biennale di Venezia 48 Esposizione Internazionale D’Arte: Aperto Over All*. Harald Szeeman and Cecilia Liveriero Lavelli, eds. Pp. 212–15. Venice: Marcilio Editori.
- 1999 “Inside Out: How Art Defines Us.” In *Clay People: Pueblo Indian Figurative Traditions*. Pp. 11–19. Santa Fe: Wheelwright Museum of the American Indian.
- 1998 “Lost O’Keeffes/Modern Primitives: The Culture of Native American Art.” Pp. 53–63.  
“On an Ordinary Day.” Pp. 81–84. “Conspiracy Theory.” Pp. 135–38. In *Reservation X*. Seattle: University of Washington Press.
- 1995 “History Is Dangerous.” *Museum Anthropology* 19(2): 50–57. [P]

## REVIEWS

- 2014 Unsettling America: The Uses of Indianness in the 21st Century by C. Richard King. *American Indian Culture and Research Journal*: Vol. 38, No. 3.
- 2014 Visualities: Perspectives on Contemporary American Indian Film and Art edited by Denise K. Cummings. *Great Plains Quarterly*, Vol. 34, No. 1, Winter, 2014.
- 2008 Picturing Indians: Photographic Encounters and Tourist Fantasies in H.H. Bennett’s Wisconsin Dells. *Visual Anthropology Review* 27(1).
- 2007 Alanis Obomsawin: The Vision of a Native Filmmaker. *American Anthropologist* 109(4): 749–750.
- 2002 Grave Injustice: The American Indian Movement and NAGPRA. *American Indian Culture and Research Journal* 27(2): 124–26.
- 2002 Culture in the Marketplace. *Museum Anthropology* 25(2): 78–80.
- 2002 The Institute of American Indian Arts Modernism and U.S. Indian Policy. *American Indian Culture and Research Journal* 26(1): 149–51.
- 2001 The Changing Presentation of the American Indian: Museums and Native Cultures. *American Indian Culture and Research Journal* 25(1): 151–54.
- 2001 Team Spirits: The Native American Mascots Controversy. *American Indian Culture and Research Journal* 25(3): 222–24.
- 2000 The Zuni Enigma. *American Indian Culture and Research Journal* 24(4): 220–23.

## REFERENCE CONTRIBUTIONS

- 1997 Contributor. In *St. James Guide to Native North American Artists*. Roger Matuz, ed. Pp. 492–96, 560–61. Detroit: St. James Press.
- 1996 Social Science Research. In *NAES College Guide to Research*. David R. M. Beck, ed. Pp. 11–12. Chicago: American Indian Press.
- 1990 (Joint authorship) Green, Rayna and Nancy M. Mitchell eds. *American Indian Sacred Objects, Skeletal Remains, Reparation and Reburial: A Resource Guide*. The American Indian Program, Smithsonian National Museum of American History.

## PUBLIC SCHOLARSHIP

- 2019 “Tarantino’s ‘Dead Indians’ and the Roots of American Violence.” *Indian Country Today*. August 9.
- 2018 Final Report National Endowment for the Arts “Research: Art Works” with co-Investigator, Aleksandra Sherman. Project title: “To support: Expanding cultural competencies for interpreting American Indian subject matter in museums through cognitive perspective taking.”
- 2018 “‘The Great Hurt’: Pathways to Survival.” Catalogue essay for *Re-Riding History: From the Southern Plains to the Matanzas Bay*, Trout Gallery, Dickinson College.
- 2017 “Decentering Durham.” *First American Art Magazine*. Issue No. 16, Fall, pp. 84-85.
- 2017 Conversation with editor Marcella Ernest, “Sounding Out! Podcast #60: Standing Rock, Protest, Sound and Power (Part 1).” March 30. <https://soundstudiesblog.com/?s=mithlo>
- 2016 Conversation with editor Marcella Ernest and discussant Candace Galla, “Sounding Out! Podcast #58: The Meaning of Silence.” September 29. <https://soundstudiesblog.com/2016/09/29/sounding-out-podcast-58-the-meaning-of-silence/>
- 2015 Exhibit Essay for “Emily Arthur: Endangered” University of Nevada, Reno, Sheppard Contemporary and University Art Galleries.
- 2015 “Re-Riding History: From the Southern Plains to the Matanzas Bay” exhibit essay and text panels. Crisp-Ellert Art Museum, Flagler College, St. Augustine, FL.
- 2014 “Cultural Amnesia Meets Burning Historical Memory” *The Autry Blog*. December.
- 2014 “Seven Directions.” *First American Art Magazine*. Issue No. 3, Summer.
- 2013 “In ‘Lone Ranger’ Times, There Were No Female Indians. Wait, What?” *Indian Country Today*. June 9.
- 2012–2015 Lead researcher for “American Indian Art 101,” textbook proposal drawing from the collection of the Institute of American Indian Arts, Museum of Contemporary Native Art. Manuscript pre-proposal offered from the University of New Mexico Press. Submitted successful grant proposal for publication subvention funding from The Elizabeth Firestone Graham Foundation.
- 2011 “Manifestations: New Native Art Criticism.” Curriculum Guide. Institute of American Indian Arts and the Ford Foundation. <http://old.iaia.edu/museum/vision-project/curriculum-guide/>
- 2009 Senior Editor of symposium proceedings, “Visiting: Curatorial Conversations in Native North American Art.” University of Wisconsin–Madison and the Ford Foundation.
- 2008 “Ode to Harry: In Memory of Harry Fonseca.” Video Production. *Native American Modern, 1960 to the Present* exhibition. Wheelwright Museum of the American Indian.
- 2007 “Being and Belonging: The State of the Field.” *The Aboriginal Curatorial Collective Online* Features: Winter.
- 2002 “Talkin’ ’Bout T. C. Cannon.” *THE Magazine* 10(2): 20.
- 2000 “‘No John Wayne, No Jesus Christ, No Geronimo’: The Native American Arts Alliance at the Venice Biennale.” *THE Magazine* 7(2): 37–39.
- 1999 “Changing Women: Native Images in Stone.” *Divergent Worlds: Mateo Romero*. Institute of American Indian Arts Museum.

- 1998 “Let Me Tell You Something: Talking on Canvas.” *Indian Market Magazine*. Southwestern Association for Indian Arts, Inc. Pp. 38–45.
- 1994 “Demonstrations of Culture, Charlene Teters: The Rosa Parks of Campus Racism.” *Crosswinds* 6(4): 15–16.
- 1993 “Still Going Strong: Zuni Muralist Alex Seotewa.” *Crosswinds* 5(9): 22, 25.
- 1993 “Red Power.” *Crosswinds* 5(9): 26–27.
- 1993 “Identities Clarified?” Letters, *Art in America* 81(7): 23.

#### PROFESSIONAL SESSIONS ORGANIZED

- 2019 Session co-organizer with Nigel Borell, “Beyond the Beyond: Transforming Interpretative Frames in Dance, Music, Photography and Painting.” Native American Indigenous Studies Association, Hamilton, New Zealand (Aotearoa).
- 2018 Local Host Roundtable, “Fraud and American Indian Representation in Museums.” Native American Indigenous Studies Association, Los Angeles, CA.
- 2018 Co-chair with Yve Chavez, “Visualizing Genocide: Re-telling Native American Survival through Art.” College Art Association Conference, Los Angeles, CA.
- 2016 “Stolen Lives: Remembering Carlisle Indian Industrial School.” Featuring artists Emily Arthur and Shan Goshorn. Autry Museum of the American West.
- 2015 Co-chair with Amy Lonetree, “Archival Interventions: Writing Visual Histories.” Native American Art Studies Association, Santa Fe, NM.
- 2015 Symposium chair, *Ga ni tha*, Università IUAV di Venezia.
- 2014 “American Indian Art 101 - Pedagogies for Indigenous Thinking.” International Conference of Indigenous Archives, Libraries, and Museums sponsored by the Association of Tribal Archives, Libraries, and Museums, Palm Springs, CA.
- 2013 Co-convenor with Mario Caro, “The Patronage of Native Arts.” Native American Art Studies Association, Denver, CO.
- 2013 “Convergence II.” Casa del Cinema, Venice Italy chaired by Henry Drewal (Professor, University of Wisconsin-Madison, Departments of Art History & Afro-American Studies) and Maria Luisa Ciminelli, (Università Ca’ Foscari Venezia, Department of Philosophy and Cultural Heritage). In association with “Air, Land, Seed” exhibition, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2013 “Thicker Than Water.” Museum of Contemporary Native Art exhibit symposium.
- 2012 “Native Arts Come of Age - Insiders on the Outside: Indigenous Knowledge and New Arts Paradigms.” Mohegan Nation, Native American and Indigenous Studies Association.
- 2012 “What We Learned: The Changing Landscape of Curatorial Practices.” International Symposium on Electronic Art, Albuquerque: Machine Wilderness.
- 2011 “Convergence II.” Casa del Cinema, Venice Italy. In association with “Epicentro: Re Tracing the Plains” exhibition, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2011 “Blood Memory: Indigenous Genealogies and Imagined Truths.” New York, NY. Critical Aesthetics: Essentialism and Contemporary Native Art Symposium, Smithsonian National Museum of the American Indian, George Gustav Heye Center.
- 2009 “Enactments of Imaginary Selves – Being and Becoming in the Postmodern Divide.” Canadian Aboriginal Curators Delegation, 2009 Venice Biennale. Dipartimento di Studi Europei e Postcoloniali, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2008 “American Indian Curatorial Practice 2008: State of the Field.” University of Wisconsin–Madison and the Ford Foundation.

- 2007 “The Requickening Project.” Venice, Italy. Dipartimento di Studi Europei e Postcoloniali, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2005 “Native Identity and Global Art Contexts: The Venice Biennale.” Palo Alto, CA. Stanford University Research Institute of Comparative Studies in Race and Ethnicity.
- 2004 “What the Rest Think When Not Contemplating the West: A New Anthropology of Art in Native American (and Other...) Contexts.” Atlanta, GA. American Studies Association.
- 2003 “Indigenous Arts on a World Stage.” Salem, MA. Native American Art Studies Association.
- 2000 “Expanding Awareness of Native Art.” New York, NY. Atlatl: National Service Organization for Native American Arts.

## SCHOLARLY LECTURES

### Invited Lectures

- 2019 “Reflections: Saturdays with Harry,” Autry Museum of the American West, Coyote Leaves the Res: The Art of Harry Fonseca, May 25.
- 2019 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums,” Los Angeles County Museum Natural History Museum, Museum’s Research and Collections seminar series, April 11.
- 2019 “Knowing Native Arts” Department of Art History, UiT - The Arctic University of Tromsø, Norwegian Crafts and The Worlding Northern Art Network (WONA) at UiT, March 20.
- 2019 “Community Based Curation in Indigenous Contexts,” Nordnorsk Kunstmuseum (Tromsø, Norway) in association with Norwegian Crafts and The Worlding Northern Art Network (WONA) at UiT - The Arctic University of Norway seminar In{DI}genuity: Curating Materiality March 19.
- 2018 “The Contrast,” Palm Springs Art Museum Unsettled exhibition lecture November 11.
- 2018 “The Manner in Which Knowledge Grows: Indigenous Arts and Curation in Practice.” Museum of Anthropology, Museum and Heritage Studies and the Department of Anthropology, University of Denver.
- 2018 “Seeing American Indians: Scientific Interventions and Museum Fictions.” Humanities Research Centre at the Australian National University conference *Imagineers in Circus & Science*.
- 2018 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums” in the Thirty-Fourth Annual Visual Research Conference, American Anthropological Association conference, San Jose, CA.
- 2017 “Positioning Native Arts Within Native Studies.” The California Center for Native Nations, University of California, Riverside.
- 2017 “The Indigenous Other: Native Photography’s Desires and Discontents.” Getty Research Institute Art and Anthropology conference.
- 2015 “The Encyclopedic Gaze: American Indian Photographers’ Re-appropriations.” Autry Museum of the American West all-staff presentation.
- 2015 “Talk Back/Back Talk: Native Art’s Visual Re-mix.” The University of Oklahoma, Fred Jones Jr. Museum of Art.
- 2015 “Global Indigeneities in Art.” Sheppard Contemporary and University Art Galleries, University of Nevada, Reno.
- 2014 “Native Film: Indigenous Readings.” California Institute of Technology.
- 2014 “High Contrast: The Use, Abuse and Potential for Binary Visual Constructions of Indigeneity.” Occidental College.
- 2014 ““Can You Hear Me?” Silence as an Indigenous Representational Strategy in Film.” Native FilmFest, Agua Caliente Cultural Museum.



- 2012 “Orality and the Native Image.” School for Advanced Research.
- 2012 “The New Now: Native Women Artists Defining the Moment.” The Heard Museum North, Scottsdale, AZ.
- 2012 “High Contrast: The Enduring Paradox of Native Photography.” Georgia O’Keeffe Research Center.
- 2012 “Pride, Prejudice, and Power: Indigenous Arts Movements at Home and Abroad.” School for Advanced Research Membership Lecture, New Mexico History Museum.
- 2011 “Reading the Image: The Photography of Horace Poolaw in Context.” School for Advanced Research Colloquium.
- 2009 “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” School for Advanced Research Speakers Series.
- 2009 “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” Plenary Speaker for the Fourth International Conference on the Arts in Society, Istituto Veneto di Scienze, Lettere ed Arti.
- 2009 “Rendezvoused: To Go Somewhere, Indigenous Curatorial Strategies.” Scuola di Specializzazione in Beni Demoetnoantropologici (Higher School in Cultural Heritage) of the University of Perugia, Italy.
- 2009 “American Indians and Museums: The Love/Hate Relationship at Thirty.” For the symposium “Native American History: Current and Future Directions: A Symposium in Honor of Neal Salisbury.” Smith College.
- 2009 “Is There Really No Word for Art in Our Language? Old Questions and New Paradigms.” University of Wisconsin–Whitewater Native Pride Lecture Series.
- 2009 “The Poolaw Photography Project.” Savannah College of Art and Design.
- 2008 “‘A Native Intelligence’: The Poolaw Photography Project 2008.” The Center for the History of Print Culture in Modern America, University of Wisconsin–Madison.
- 2007 “The New Thing Is Old News: Post Identity, Claims, Realism and Radical Restructuring.” Eiteljorg Fellowship for Native American Fine Art. Eiteljorg Museum.
- 2007 “Indigenous Influences in Reshaping Academia.” The Social Thought and Political Economy Program, University of Massachusetts Amherst.
- 2006 “Cultural Translations: Articulating an Indigenous Aesthetic.” Contemporary Curatorial Visions Lecture Series. University of Colorado at Colorado Springs.
- 2006 “A Thousand Roads and SUITE: Indian: New Indigenous Media.” Faculty Film Series. Smith College.
- 2005 “Collecting Contemporary Art in a Global Context.” Director’s Advisory Council, The Iris and B. Gerald Cantor Center for Visual Arts, Stanford University.
- 2005 “Atanarjuat: The Fast Runner: 4000 Years of Inuit Storytelling.” Indigenous Smith Students and Allies (ISSA) Indigenous Film Festival. Smith College.
- 2005 “The Power of Self-Representation: The Indigenous Arts Action Alliance at the Venice Biennale.” Smithsonian Institution National Museum of the American Indian, Washington, DC..
- 2005 “Inversion and Identity: Native American Stereotypes of Whites.” Department of Cultural and Social Anthropology, Stanford University.
- 2004 “Soul Repairs: Native Photography in a Post-Curtis Frame of Mind.” The Pam Hanitchak Lecture Series. Native American Cultural Center, Stanford University.
- 2003 “Women in the Arts: Roxanne Swentzell.” Traditions Transformed Lecture Series. Museum of Indian Arts and Culture, Museum of New Mexico.
- 2003 “A Global Aesthetic: Lloyd New’s Vision at the Venice Biennale.” Traditions Transformed Lecture Series. Museum of Indian Arts and Culture, Museum of New Mexico.
- 2001 “‘Red Man’s Burden’: The Politics of Inclusion in Museum Settings.” Anthropology Department,

Smith College.

- 2000 “A Real Feminine Journey: Native American Women’s Career Strategies in the Contemporary Arts Movement.” Colloquium Series, School of American Research.
- 1998 “Collecting Contemporary American Indian Art.” Heard Museum.
- 1996 “Talking About Indian Arts: Problems and Solutions.” Museum of Indian Arts and Culture, Museum of New Mexico.
- 1996 “The Top Three Indian Art Clichés.” Wheelwright Museum of the American Indian.
- 1995 “Art and Culture as Commodity.” Museum of Fine Arts, Museum of New Mexico.

#### Invited Panels

- 2017 With Co-researcher Aleksandra Sherman - “Science Meets the Museum: *Seeing American Indians*.” Works in Progress, Autry Museum of the American West, Los Angeles, CA.
- 2017 Presenter with Tom Jones and Eve-Laurn Little Shell LaFountain, “D\*STAR \* destabilize \* decolonize \* disrupt \* systems of assumptions and references.” California Institute of the Arts Paul Brach Visiting Artist Lecture Series.
- 2016 “Taking it to the Next Level: Challenges and Promises of Internationalizing Indigenous Arts.” Native American and Indigenous Studies Association, Honolulu, Hawaii
- 2015 “Re-Riding History: From the Southern Plains to the Matanzas Bay.” Crisp-Ellert Art Museum, Flagler College, St. Augustine, Florida.
- 2014 “Conversations on Art, Culture and Museums.” Claremont Graduate University.
- 2014 “Women in Cultural Preservation.” In “Risk and Reinvention: How Women are Changing the World” Women’s International Study Center, Santa Fe, NM.
- 2014 “Identity & Innovation: Creativity in 20th Century Native American Art.” Phibbrook Museum of Art.
- 2013 “The Great Debates: Fusion/Inclusion/Exclusion.” for the conference, “Rethinking New Mexico Art,” New Mexico Museum of Art.
- 2013 “Modernist Encounters and Contemporary Inquiry: Art, Appropriation, and Cultural Rights.” Georgia O’Keeffe Museum.
- 2012 “Documenting Collections and Artists: Making the Artwork Come Alive.” School for Advanced Research.
- 2012 “Professors Unfolding Contemporary Art in Academia: Research & Writing.” Oklahoma Visual Arts Coalition, Fred Jones Jr. Museum of Art, University of Oklahoma.
- 2011 “15th Native American Film + Video Festival.” Smithsonian National Museum of the American Indian, George Gustav Heye Center.
- 2011 Moderator, “Native American Women Artists of the Plains.” Brooklyn Museum. In conjunction with the exhibition *Tipi: Heritage of the Great Plains*. [https://www.youtube.com/watch?v=uJZCn\\_Ywj1o](https://www.youtube.com/watch?v=uJZCn_Ywj1o)
- 2009 “Expanding the Narrative.” University of Wisconsin–Madison School of Education’s *A Common Read-Expanding the Narrative Series*.
- 2009 “Essential Aesthetics: An Exploration of Contemporary Indigenous Art and Identity.” Institute of American Indian Arts.
- 2008 “Advancing the Dialogue Convening.” Ford Foundation.
- 2007 Unlimited Boundaries: Dichotomy of Place in Contemporary Native American Art, The Albuquerque Museum of Art and History in collaboration with the Indian Pueblo Cultural Center.
- 1999 “Contemporary Native Art Issues.” Clay People Symposium. Wheelwright Museum of the American Indian.
- 1999 “Culture of Oppression.” American Indian Ambassadors Program, Americans for Indian Opportunity.



## Conference Presentations

- 2019 “When Perspective-Taking Leads to Bias – The Double Bind of Museum Didactics.” Native American Indigenous Studies Association Conference, The University of Waikato, Aotearoa, June 29. Session title: “Beyond the Beyond: Transforming Interpretative Frames in Dance, Music, Photography and Painting.”
- 2019 “De-Centering Durham: The State of Native Arts Scholarship in an Age of Unbridled Fraud,” American Alliance of Museums Annual Meeting. Session “Ethnic Fraud and American Indian Representation in Museums,” May 20.
- 2019 “Keeping Up ‘The Good Fight’: First World Activism as a Strategy of Oppression,” Philosophies of Liberation Encuentro, Meeting of the Asociación de Filosofía y Liberación (AFyL), USA, CASA 0101 and Loyola Marymount University, Los Angeles, CA, May 18.
- 2018 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums,” with co-researcher Aleksandra Sherman, American Anthropological Association Annual Meeting, Society for Visual Anthropology, The Thirty-Fourth Annual Visual Research Conference November 13.
- 2018 “Indigenous Arts and Audiences: Influence and Impact at the Venice Biennale.” International Conference on the Arts in Society, Vancouver, BC.
- 2018 “Owning Hate, Owning Hurt: The Aesthetics of Violence in American Indian Contemporary Art.” College Art Association. Los Angeles, CA.
- 2016 With Co-researcher Aleksandra Sherman - “Expanding Cultural Competencies for Interpreting American Indian Subject Matter in Museums through Cognitive Perspectives.” International Conference on the Arts in Society, Los Angeles, CA.
- 2015 “Indigenous Presence at the Global Stage of the Venice Biennale.” Indigenous and Decolonial Practices and Imaginaries Symposium, University of Southern California.
- 2014 “Native Arts Education in Motion: Fifty Years of Cultural Sustainability at the Institute of American Indian Arts.” In “The Changing Role of Pueblo Art In Southwest Native American Cultures, Past and Present,” The Society for Applied Anthropology, Albuquerque, NM.
- 2013 “‘The Manner in Which Knowledge Grows’ – The Challenge of Native American Art and Material Culture Today.” In “Museum Methodologies and Collaborations: Papers in Honor of Nancy J. Parezo,” American Anthropological Association, Council for Museum Anthropology, Chicago, IL.
- 2013 “Innovations in Methodologies for Criticism of Contemporary American Indian Art.” 14th Annual Conference of the American Indian Studies Association, Arizona State University.
- 2012 “Americana Indian - Thinking Twice about Images That Matter.” TEDxABQ Women 2012 – “The Space Between,” South Broadway Cultural Center, Albuquerque, NM.
- 2012 “Indigenous Curatorial Methodologies – Paradigms of Intellectual Thought and Practice in the Setting of the Venice Biennale.” In “Indigenous Peoples and the Biennale: Coequality and Contemporary Art,” University of Venice Ca’ Foscari.
- 2011 “‘On the Other Side of this Ocean’: The Limits of Knowledge as an Aesthetic Framework.” College Art Association. New York, NY.
- 2011 “Sexuality and Native Women in Film: Freedom or Exploitation?” Native American Indigenous Studies Association. California State University-Sacramento.
- 2010 “Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths.” Native American and Indigenous Studies Association. University of Arizona.
- 2008 “A Decade of Indigenous Curation at the Venice Biennale.” Poster Session. College Art Association. Dallas, TX.
- 2007 Native Scholars Caucus. Future of Minority Studies. University of Wisconsin–Madison.
- 2007 “Thinking Outside the Glass Box: The Legacy of Michael Ames.” American Anthropological Association. Washington, DC.

- 2007 "Ethics and Examples." Society for Visual Anthropology. American Anthropological Association. Washington, DC.
- 2007 "A Decade of Indigenous Curation at the Venice Biennale." Coralling Art: Aboriginal Curatorial Practice in the Prairies and Beyond. Aboriginal Curatorial Collective and TRIBE.
- 2006 "Being Indian, Playing Indian: The Visual Legacies of Horace Poolaw and Yeffe Kimball." 20th Annual Visual Research Conference, Society for Visual Anthropology. San Jose, CA.
- 2006 "American Indians and Museums: The Love/Hate Relationship at Thirty." Museums and Native Knowledges. Arizona State University.
- 2006 "The White Man's Indian and the Indian Women's White: Inversion and the Death of Parody." [Re]inventing the Wheel: Advancing the Dialogue: Critical Issues in Contemporary American Indian Art. Denver Art Museum.
- 2005 "Give, Give, Giving: Indigenous Translations." Vision, Space, Desire: Global Perspectives and Cultural Hybridity. Smithsonian National Museum of the American Indian. Venice, Italy.
- 2005 "Feminist Identities, Global Struggles." Future of Minority Studies. Cornell University.
- 2003 "The Redskins Critique." Native American Art Studies Association. Peabody Essex Museum.
- 2002 "'We Have All Been Colonized': Subordination and Resistance on a Global Arts Stage." Society for Visual Anthropology, American Anthropological Association. New Orleans, LA.
- 2001 "No John Wayne, No Jesus Christ, No Geronimo: A Native American Presentation at the Venice Biennale." Society for Visual Anthropology, American Anthropological Association. Washington, DC.
- 2001 "Ceremonial." Society for Visual Anthropology Film and Video Festival. American Anthropological Association. Washington, DC.
- 2001 "Articulating an Indigenous Aesthetic: Challenges from Indian Art Education and Contemporary Native Art Curation." Art Libraries Society of North America. Los Angeles, CA.
- 2001 "The Politics of Indian Princess Pageants." Native American Regional Conference, Ohio Arts Council. Cleveland, OH.
- 2001 "The Ethical, Legal and Social Implications of the Human Genome Project." Dartmouth College.
- 2000 "Anticipating the Dawn." Gardiner Art Gallery, Oklahoma State University.
- 1997 "Voices, Questions, Methods: The Practice of Native American Art History." Otsego Institute for Native American Art History, Fenimore House Museum.
- 1997 "Beauty and Power." Native American Art Studies Association. Berkeley, CA.
- 1996 "Is There Really No Word for Art in Our Language?" Atlatl: National Service Organization for Native American Arts. Tulsa, OK.
- 1996 "The People's Way: Native Anthropologists Doing Anthropology in Their Own Tribal Setting." World Indigenous People's Conference. Albuquerque, NM.
- 1995 "Is There Really No Word for Art in Our Language?" Native American Art Studies Association. Santa Fe, NM.
- 1993 "Universalism: A Tool for Exclusion." Native American Art Studies Association. Santa Fe, NM.
- 1993 "Why Do Indians Make Art? Role and Restriction in Santa Fe." American Ethnological Society and Council for Museum Anthropology joint meeting. Santa Fe, NM.
- 1993 "The 'Official' Version of Chiricahua Culture: Struggles Defining Our Nation." American Anthropological Association. Washington, DC.

#### CRITICAL REVIEWS OF MY WORK

- 2018 Donna Bryson "From Moccasins to Louboutins: An Evolution of Indigenous Art." Christian Science Monitor, October 15. <https://www.csmonitor.com/The-Culture/Arts/2018/1015/From-moccasins-to-Louboutins-an-evolution-of-indigenous-art>

- 2017 Ryan Rice. "Trouble Me Venice: An Indigenous Curator's View of the Biennale." *Canadian Art*. May 30, 2017. <http://canadianart.ca/reviews/ryan-rice-venice-biennale/>
- 2017 Sarah Tamashiro "La Biennale di Venezia." *First American Art Magazine*. Issue 16, Fall, Pp 78-79.
- 2017 *Our Indian Princess: Subverting the Stereotype* featured in the Billie Jane Baguley Library and Archives Collection Spotlight, Heard Museum. <http://heard.org/news/billie-jane-baguley-library-archives-collection-spotlight-march-2017/>
- 2016 Bill Anthes. "For a Love of His People: The Photography of Horace Poolaw." *Winterthur Portfolio* 50 (2/3):199.
- 2015 Alexander Brier Marr. "Review: For a Love of His People: The Photography of Horace Poolaw, Edited by Nancy Marie Mithlo." *Afterimage: The Journal of Media Arts and Cultural Criticism* 42 (6): 36-37. doi:10.1525/aft.2015.42.6.36.
- 2015 Andrea Falco. "Freedom to Be: Nancy Marie Mithlo and Native Artists in Venice." *Venezia News* September.
- 2015 John Paul Rangel. "Ga ni tha, Three Native Women, and the Venice Biennale." *First American Art*, No. 8 Fall.
- 2015 Dawn Morais. "NACF Fellows Bring Hawaii to the 2015 Venice Biennale." *Huffington Post*, June 6. [http://www.huffingtonpost.com/dawn-morais/nacf-fellows-bring-hawaii\\_b\\_7520406.html](http://www.huffingtonpost.com/dawn-morais/nacf-fellows-bring-hawaii_b_7520406.html)
- 2015 Enzo Di Martino. "A Palazzo Grimani c'è Rauschenberg, arte classica alla Fondazione Prada." *Il Gazzettino*, 6 Maggio.
- 2015 Marr, Alexander Brier. "For a Love of His People: The Photography of Horace Poolaw." *Afterimage*; Rochester Vol. 42, Iss. 6, (May/Jun 2015): 36-37.
- 2015 Holland Cotter. The New York Times, January 8. "Going Mainstream on Their Own Terms: Photographs by Horace Poolaw at National Museum of the American Indian." <http://www.nytimes.com/2015/01/09/arts/design/photographs-by-horace-poolaw-at-national-museum-of-the-american-indian.html>
- 2014 Paul Weideman. "A Gaze of Intelligence: The Photos of Native Visionary Horace Poolaw." *The Santa Fe New Mexican - Pasatiempo*, August 15. [http://www.santafenewmexican.com/pasatiempo/art/a-gaze-of-intelligence-the-photos-of-native-visionary-horace/article\\_47a42d9c-817b-5227-ae9f-c5550da14a10.html](http://www.santafenewmexican.com/pasatiempo/art/a-gaze-of-intelligence-the-photos-of-native-visionary-horace/article_47a42d9c-817b-5227-ae9f-c5550da14a10.html)
- 2014 "For a Love of His People, The Photography of Horace Poolaw," exhibit catalogue named as a *New York Times* Holiday Gift Guide selection. [http://www.nytimes.com/interactive/2014/multimedia/2014-holiday-gift-guide.html?\\_r=0 - page/books/for-a-love-of-his-people-the-photography-of-horace-poolaw](http://www.nytimes.com/interactive/2014/multimedia/2014-holiday-gift-guide.html?_r=0 - page/books/for-a-love-of-his-people-the-photography-of-horace-poolaw)
- 2013 Laura Graveline, Visual Arts Librarian, Sherman Art Library, Dartmouth College. Review of Manifestations: New Native Art Criticism, ed. by Nancy Mithlo. Museum of Contemporary Native Arts for Art Libraries Society of North America. <https://www.arlisna.org/images/reviews/2013/01/mithlo.pdf>
- 2011 Review, Manifestations: New Native Art Criticism, Part 1 and Part 2 <http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art.html> [http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art\\_06.html](http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art_06.html)
- 2011 Ahalenia; Native American Art History, Writing, Theory, and Practice. "A Realist View of Image Politics Reclamation of the 'Every Indian'" In *[Re]inventing the Wheel: Advancing the Dialogue on Contemporary American Indian Art*. Nancy J. Blomberg, ed. Pp. 105-125. Denver: Denver Art Museum. <http://ahalenia.blogspot.com/2011/01/wheel-nancy-marie-mithlo.html>
- 2011 Stephanie May de Montigny. Museum Anthropology Review, Vol. 5, No 1- "Our Indian Princess": Subverting the Stereotype. Nancy Marie Mithlo. Santa Fe, NM: School for Advanced Research Press, 2009. <http://scholarworks.iu.edu/journals/index.php/mar/article/view/1202/1372>
- 2011 Carmen L. Robertson. The Canadian Journal of Native Studies, Vol. 31, No. 2 "Our Indian Princess": Subverting the Stereotype. Nancy Marie Mithlo. Santa Fe, NM: School for Advanced Research Press, 2009.
- 2005 John Bloom. "Exhibition Review: The National Museum of the American Indian" *American Studies* Vol.

46, No. 3/4, Indigeneity at the Crossroads of American Studies (Indigenous Studies Today, Issue 1, Fall 2005/Spring 2006) (Fall/Winter 2005), pp. 327-338.

## EXHIBITIONS

- 2018 Co-curator with Celestina Castillo and Joseph Quintana, “The People’s Home: Winston Street, 1974.” These Days in collaboration with United American Indian Involvement and Occidental College’s Center for Community Based Learning.
- 2017 Co-curator with Mary Bordeaux, “Wah.shka.” Featuring Marcella Ernest, Shan Goshorn and Keli Mashburn. Venice Biennale 57th Esposizione Internazionale d’Arte.
- 2017 Co-curator with Alexandra Sherman, “Seeing American Indians.” Autry Museum of the American West.
- 2016 Curator, “Emily Arthur: Endangered.” Weingart Gallery, Occidental College.
- 2015 Curator, “Ga ni tha.” Featuring Marcella Ernest, Maria Hupfield and Keli Mashburn. Venice Biennale 56th Esposizione Internazionale d’Arte.
- 2014–2017 Co-curator with Tom Jones, “For a Love of His People: The Photography of Horace Poolaw.” National Museum of the American Indian, Heye Foundation, Smithsonian Institution, August 9, 2014 – February 15, 2015. NMAI, Washington, DC, November 11, 2016–June 4, 2017.
- 2013 Co-curator, “Air, Land, Seed.” Featuring Faisal Abdu’Allah, Emily Arthur, Marwin Begaye, John Hitchcock, Ryan O’Malley, Henry Payer, Duane Slick, C. Maxx Stevens, Dyani White Hawk. Venice Biennale 55th Esposizione Internazionale d’Arte and 516 Arts, Albuquerque, NM.
- 2013 Co-curator, “Thicker Than Water.” Museum of Contemporary Native Arts, Institute of American Indian Arts.
- 2011 Curator, “Epicentro: Re Tracing the Plains.” Featuring John Hitchcock in collaboration with the Dirty Printmakers of America: Joseph Velasquez, Emily Arthur Douglass, Ryan O’Malley, John S. Hancock, and Melanie Yazzie. Venice Biennale 54th Esposizione Internazionale d’Arte.
- 2009 Organizer, “The Americana Indian — American Indians in the American Imagination.” Memorial Union Theater Gallery, University of Wisconsin–Madison.
- 2009 Curator, “Rendezvoused: To Go Somewhere.” Featuring the Work of Tom Jones and Andrea Carlson. Venice Biennale 53rd Esposizione Internazionale d’Arte.
- 2009 Co-Curator, “Here and There: Seeing New Ground.” Land/Art Exhibition: A Collaborative Exploration of Land-based Art in New Mexico. 516 Arts. Albuquerque, NM.
- 2007 Co-Curator, “The Requickening Project.” Featuring the work of Lori Blondeau and Shelley Niro. Venice Biennale 52nd Esposizione Internazionale d’Arte.
- 2003 Curator, “Pellerossasogna—The Shirt.” Featuring the work of Shelley Niro and Sherwin Bitsui. Indigenous Arts Action Alliance. Venice Biennale 50th Esposizione Internazionale d’Arte.
- 2002 Curator, “Reflections of Beauty, Humor and Pride.” Institute of American Indian Arts Museum.
- 2001 Curator, “Umbilicus.” Featuring the work of Bob Haozous and Gabriel Lopez Shaw. Native American Arts Alliance. Venice Biennale 49th Esposizione Internazionale d’Arte.
- 2001 Curator, virtual exhibit “Feathers.” The Native Eyes Project, Institute of American Indian Arts.
- 1999 Curator, “Ceremonial.” Featuring the work of Richard Glazer Danay, Harry Fonseca, Bob Haozous, Frank LaPena, Jaune Quick-To-See Smith, Kay WalkingStick and Richard Ray Whitman. Native American Arts Alliance. Venice Biennale 48th Esposizione Internazionale d’Arte.
- 1999 Co-Producer, “Ceremonial” exhibit video. Native American Arts Alliance.
- 1998 Curator, “Savage Truths.” Institute of American Indian Arts Museum.
- 1997 Curator, “Lost O’Keeffes; Women, Children and Other ‘Primitives.’” Institute of American Indian Arts Museum.
- 1995 Advisor, “Our Art, Our Voices: Native American Cultural Perspectives.” Stanford University Art Gallery, Stanford University.

## COURSES TAUGHT

### UNIVERSITY OF CALIFORNIA LOS ANGELES

Spring 2019 Bodies GS 104

Winter 2019 Indigenous Others and the Gaze GS M185A-1, AIS M187A-1

PHD committee membership or consultation:

Charis Gullickson, Department of Art History, UiT - The Arctic University of Norway and Nordnorsk Kunstmuseum/Davvi Norgga Dáiddamusea Curator, "Sámi Curatorial Practices: Positioning Sámi Art in the Theoretical Landscape of International Indigenous Studies."

Taylor Rose, Anthropology, University College London, under the supervision of Dr. Haidy Geismar.

Sarah Stolte, Department of Art History, University of Wisconsin-Madison, Dissertation title: "Becoming Yeffe Kimball: Modernism, Gender, and the Construction of a 'Native' Identity 1935-1978."

Andrew Meyer, Visiting Graduate Researcher at UCLA Latin American Institute and Coordinator of the California Hub of the *Institut des Amériques*.

Carmen Ceballos Urzaiz, UCLA Culture and Performance, Department of World Arts and Cultures/Dance, Dissertation title: "Making Locations, Decentralizing Cultural Policies and Consolidating Art Communities in Mexico."

Clementine Bordeaux, UCLA Department of World Arts and Cultures/Dance.

### OCCIDENTAL COLLEGE

Spring 2017 The Culture of Collections: Introduction to Museums ARTH 392  
Ph.D. committee member (2)

Fall 2016 American Indian Art History ARTH 190  
American Indians in Film ARTH 250

Spring 2016 Culture of Collections ARTH 392

Fall 2015 Critical Perspectives in Museum Studies: ARTH 254  
American Indian Art History: ARTH 190  
Ph.D. committee member (2)

Spring 2015 The Culture of Collections: Introduction to Museums ARTH 392  
Ph.D. committee member (2)

Fall 2014 American Indian Art History ARTH 190  
American Indians in Film ARTH 250

### UNIVERSITY OF WISCONSIN-MADISON

Spring 2014 American Indians in Film AIS 325 ONLINE  
Ph.D. committee member (3)

Fall 2013 American Indian Art History- Contemporary Issues AH 359 ONLINE

Spring 2013 American Indians in Film AIS 325 ONLINE  
Ph.D. committee member (4)

Fall 2012 American Indian Art History- Contemporary Issues AH 359 ONLINE

Spring 2012 Ph.D. committee member (5)

Fall 2011 Mentor, School for Advanced Research Anne Ray Interns (2)

- Spring 2011 American Indians in Film AIS 325  
Multiculturalism and the New Museology AH 432  
Supervisor, Project Assistant (2)  
Ph.D. committee member (3)
- Fall 2010 American Indian Art History- Contemporary Issues AH 359  
Friends and Family — Curating the Biography of a Nation Inter L&S 102 (FIG course)  
Supervisor, Project Assistant (2)  
Ph.D. committee member (2)
- Summer 2010 University of Wisconsin–Madison Graduate School Research Award. “Photographer Horace Poolaw: The Calendar-Maker’s Son.” Supervisor, Poolaw Project Interns (5)
- Spring 2010 MFA Thesis committee member (1)
- Fall 2009 Grant Author and Organizer for American Indian scholar Brian Baker to present the exhibition “Americana Indian” at the Wisconsin Union Directorate Theater Gallery, September 25 – November 10, 2009. The “Americana Indian” was sponsored by the University of Wisconsin–Madison School of Education’s American Indian Curriculum Services and forms a component of the year-long initiative “A Common Read: Expanding the Narrative.” Supervisor, Interns (2)  
Supervisor, Project Assistant (1)
- Summer 2009 University of Wisconsin–Madison Graduate School Research Award. “Rendezvoused: To Go Somewhere.” Venice Biennale 53rd Esposizione Internazionale d’Arte. Supervisor, “Rendezvoused” Project Interns (5)
- Spring 2009 American Indian Studies 699 Directed Study (2)
- Fall 2008 Director, “American Indian Curatorial Practice 2008: State of the Field.” Ford Foundation symposium. Hosted public lecture, reception and two-day meeting. Lecture titled: “Visiting: A Conversation on Curatorial Practice and Native North American Art” with independent curator Ryan Rice and Institute of American Indian Arts Museum Director Patsy Phillips. Interdisciplinary effort with the Art Department, Art History Department and the American Indian Studies Program. Supervisor, Project Assistant (1)  
Supervisor, Poolaw Project Interns (2)
- Summer 2008 University of Wisconsin–Madison Graduate School Research Award. “‘A Native Intelligence’: The Poolaw Photography Project.” Supervisor, Poolaw Project Interns (4)
- Spring 2008 Sign, Symbol, Stereotype: Native Icons Revealed AH 600  
American Indians in Film AIS 325  
Independent Study AH 799
- Fall 2007 Multiculturalism and the New Museology AH 600  
Native American Representations AIS 450

## SMITH COLLEGE

- Summer 2007 “The Requickening Project.” Venice Biennale 52nd Esposizione Internazionale d’Arte. Supervisor, Requickening Project Interns (3)
- Spring 2007 Ethnographic Film ANT 347  
Native American Representations ANT 250
- Fall 2006 Introduction to Cultural Anthropology ANT 130  
Visual Anthropology ANT 249
- Summer 2006 Yeffe Kimball Photography Project Interns (5)
- Spring 2006 Native American Representations ANT 250  
Introduction to Cultural Anthropology ANT 130
- Fall 2005 Anthropology of Museums ANT 240  
Ethnographic Film ANT 347



## INSTITUTIONAL SERVICE

### UNIVERSITY OF CALIFORNIA LOS ANGELES

- 2019 Speaker, UCLA IAC Film Festival, February 1.
- 2019 Speaker, Institute of American Cultures Fall Forum, October 18.
- 2019 Appointment (0 percent), World Arts and Culture.
- 2019 Faculty Advisory Committee, American Indian Studies Center.
- 2019 Awards Committee, Gender Studies.
- 2019 Awards Committee, American Indian Studies.
- 2019 Advisory committee, American Indian Culture and Research Journal 2019 Speaker, Institute of American Cultures Fall Forum, October 18, 2018 2019 Speaker, UCLA IAC Film Festival, February 1, 2019.
  
- 2019 Co-author, Robert Wood Johnson Interdisciplinary Research Leaders 2019 Collaboration grant submission with Dr. Daniel Dickerson, D.O., M.P.H., Associate Research Psychiatrist, UCLA, Integrated Substance Abuse Programs and Dr. Carrie Johnson, Licensed Clinical Psychologist, CEO of Sacred Path Indigenous Wellness Center (SPIWC) and the Director of Seven Generations Counseling Center at United American Indian Involvement (UAI) titled "Promoting resilience and fostering strength with urban American Indian youth and families using museum-based cultural resources," Museum Engagement for Native American Urban Families (MENAF) initiative using Autry Museum of the American West collections. March 13.
- 2019 Organizer, "Brokering the Sacred: The Ethics of Collecting American Indian Art" panel discussion, Fowler Museum with AISC, AIS graduate student lunch, May 15.

### OCCIDENTAL COLLEGE

- 2017 Mentor, Kelsey Martin "United American Indian Involvement Photo Archival Project: Decolonizing the Archive," Occidental College Mellon Summer Research Program.
- 2016 Affiliated faculty, Occidental College, Gender, Women, & Sexuality Studies (GWSS) Minor.
- 2016 Sponsor, Native American Heritage Month lecture, Mary Bordeaux, Marcella Ernest and Keli Mashburn.
- 2015 Sponsor, Emily Arthur Guest lecture, "Re-Riding History: From the Southern Plains to the Matanzas Bay"
- 2015 Sponsor, Native American Heritage Month lecture, Eve-Lauryn LaFountain.
- 2014 Sponsor, Native American Heritage Month Film Screening, "Winter in the Blood."
- 2014 Campus Lecture "High Contrast: The Use, Abuse and Potential for Binary Visual Constructions of Indigeneity."

### UNIVERSITY OF WISCONSIN-MADISON

- 2013 Facilitator, Think Tank on Curatorial Studies, University of Wisconsin-Madison Department of Art History and the Chazen Museum.
- 2011 Committee member, Visiting Artist Fred Wilson lecture, workshop and class visit.
- 2011 Presenter, "Native Photography and Digitization." University of Wisconsin-Madison SLIS graduate course funded by the Kauffman grant, "Tribal Libraries, Archives, and Museums Project."
- 2010-2011 Native American Graves Protection and Repatriation Act Committee on the Determination of Cultural Affiliation.
- 2010-2011 Alternate, Faculty Senate.
- 2010 Organizer and Moderator, "Two Spirits: The Fred Martinez Project." Film screening as a public

awareness tool on the prevalence of violence towards LGBT youth and Native two-spirit people.

- 2010 Grant Author and Organizer, Campus lectures by community scholar Linda Poolaw and artist Tom Poolaw in association with the planned 2013 Smithsonian National Museum of the American Indian exhibition ““Of His Time” – The Modernist Legacy of Kiowa Photographer Horace Poolaw.” Funding from the University of Wisconsin System Institute on Race and Ethnicity.
- 2010 Panelist, “American Indian Student Welcome.” University of Wisconsin-Madison Student Academic Affairs.
- 2010 Advisor, “Convening Culture Keepers.” University of Wisconsin-Madison Tribal Libraries and Museums project funded by the Baldwin Endowment.
- 2010 Established three new courses that fulfill the university’s ethnic studies requirement.
- 2010–2011 Advisor, UW-Madison American Indian Student and Cultural Center.
- 2010 Presenter, “New Museology and the Tribal Museum Movement.” University of Wisconsin–Madison SLIS graduate course funded by the Kauffman grant, “Tribal Libraries, Archives, and Museums Project.”
- 2010 Panelist, “Protecting Cultural Property: 20 Years of Progress and Challenges Under the IACA and the NAGPRA.” Indigenous Law Students Association (ILSA) of the University of Wisconsin Law School, 24th annual Coming Together of Peoples Conference.
- 2009 Presenter, “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” Art History Departmental Colloquium.
- 2009 Presenter, “Indigenous Curatorial Methodologies.” University of Wisconsin–Madison SLIS graduate course funded by the Kauffman grant, “Tribal Libraries, Archives, and Museums Project.”
- 2008 Panelist, “Rethinking Museums and Diversity: Perspectives, Practices, Policies,” Visual Culture Center Conference “Interdisciplinarity and the University Art Museum.” University of Wisconsin–Madison.
- 2008 Presenter, ““A Native Intelligence’: The Horace Poolaw Photography Project.” Art History Departmental Colloquium.
- 2007–2008 Faculty Liaison, Art History Graduate Student Forum.
- 2007 Presenter, “Silly Little Things: Framing Global Self-Appropriations in Native Arts.” Art History 701 Seminar.
- 2007–present Student Counselor, American Indian Students.
- 2007–2008 Coordinator, American Indian Studies Brown Bag Lecture Series.
- 2008 Adviser, Global Challenges for Cultural Heritage Preservation, Global Studies Program, The International Institute.
- 2008 Adviser, Campus Diversity Forum.
- 2007–2008 Grant Author and Organizer, Assistant Professor of American Studies, University of California Santa Cruz scholar Amy Lonetree, University of Wisconsin–Madison Visual Culture Center conference “Interdisciplinarity and the University Art Museum.” Funding from the University of Wisconsin Lectures Committee, American Indian Studies and the Ho-Chunk Nation of Wisconsin which honored Dr. Lonetree for her scholarship in a traditional ceremony at the Chazen Museum.
- 2007–2008 Participant, University of Wisconsin–Madison Museum Studies Program Feasibility Group.
- 2007–2008 Participant, University of Wisconsin System Institute on Race and Ethnicity Syllabi Bank.
- 2007–2008 Consultant, American Indian acquisitions and development, Chazen Museum.
- 2007–2008 Host, American Indian Studies faculty candidates.

#### SMITH COLLEGE

- 2005–2007 Five College Native American Indian Studies Committee. American Studies Committee.



- Archaeology Committee.  
Library Liaison.  
Annual Lecture Organizer.
- 2006–2007 Organizer, Guest Lecturer C. Richard King, Chair, Department of Comparative Ethnic Studies, Washington State University. “Fear of a Brown Nation: Invasion, Reconquest, Aztlan and Other White Supremacist Anxieties.”
- 2006–2007 Organizer, Guest Lecturer Karl G. Heider, Carolina Distinguished Professor of Anthropology and Associate Provost, Dean of Undergraduate Students, University of South Carolina. “Rethinking Dead Birds.”  
Advisor, Office of Institutional Diversity.  
Advisor, Smith College Museum of Art.  
Faculty Mentor, Indigenous Smith Students and Allies.
- 2005–2006 Organizer, Guest Lecturer David Pilgram, Curator, Museum of Racist Memorabilia, Ferris State University. “Hateful Things: Objects and Object Lessons from the Jim Crow Museum.”  
Advisor, Office of Institutional Diversity.  
Participant, Faculty Film Series.  
Director, Tribal College Relations Initiative: Poolaw Photography Project, University of Science and Arts of Oklahoma (Supervised 4 students).
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## PROFESSIONAL SERVICE

- 2019 Consultant, American Federation of Arts, Gilcrease Museum (Tulsa, OK).
- 2019 Advisor, Native American Art and Culture, Yale University Art Gallery, Yale Peabody Museum and the Department of the History of Art.
- 2019 Consultant, arts leadership, School of Art, University of Arkansas.
- 2018/19 Consulting scholar, Museum of New Mexico, Museum of Indian Arts and Culture *Here, Now and Always* Exhibition Renewal Project.
- 2018/19 Consultant, Autry Museum of the American West collection policy, Repatriation and Community Research.
- 2018/19 NEH Humanities Scholar Advisor, Autry Museum of the American West exhibit concept, *Imagined Wests*.
- 2018/19 Scholar advisor, Autry Museum of the American West exhibit research, *Coyote Leaves the Res: The Art of Harry Fonseca*.
- 2018 Juror and essayist for catalogue, *Creative Hands: Selected Works by Pacific Artists* Isla Center for the Arts University of Guam.
- 2018 Consultant, Mid-America Arts Alliance, (Kansas City, MO) exhibit *Savages and Princesses: The Persistence of Native American Stereotypes*.
- 2018 Juror, Fulcrum Fund Fellowship, 516 Arts, (Albuquerque, NM).
- 2018 Guest lecturer, Cornell University Departments of History of Art and Visual Studies and Art Department, ARTH 3902/6902 Curatorial Interventions
- 2018 Juror, McKnight Visual Artist Fellowship
- 2018 External examiner for Karen Seccombe (McIntyre), Ph.D. candidate Creative Arts Exhibition and Examination, Massey University Graduate Research School. “The Clarity of Light: Self-representation Through Art Making -a Personal Response to the Social Justice Work of WAI the Women’s Art Initiative Collective.”
- 2017–2018 Member, Regional Executive Committee, Native American and Indigenous Studies Association annual conference, Los Angeles, CA.

- 2017 Judge, Native Voices 8th Annual Short Play Festival
- 2017 Selector, Canada Council for the Arts, Venice Biennale in Architecture.
- 2017 Discussant, Autry Native Voices “Fairly Traceable” post-play discussion March 18 with Mark Trahant, Randy Reinholz and Cannupa Hanska Luger.
- 2016 Selector, Sundance Institute and UCLA American Indian Studies Center, Native Documentary Shorts.
- 2015–2016 Reviewer, UCLA American Indian Culture and Research Journal.
- 2015 External examiner for Terri Te Tau, Ph.D. candidate Creative Arts Exhibition and Examination, Massey University Graduate Research School. “Beyond the Corners of our Whare: A Conceptual Maori Response to State Surveillance in Aotearoa New Zealand.”
- 2015 Film festival judge, Future Voices of New Mexico.
- 2015 Consultant, Indigenous Arts Institute production “Playing Indian” created for the Mount Saint Mary’s University - Film, Media and Social Justice Department. Jessica Harjo, Executive Producer: <https://www.youtube.com/watch?v=QYf7UnguHAg>
- 2012–2015 Lead researcher for “American Indian Art 101,” textbook proposal drawing from the collection of the Institute of American Indian Arts, Museum of Contemporary Native Art. Manuscript pre-proposal offered from the University of New Mexico Press. Submitted successful grant proposal for publication subvention funding from The Elizabeth Firestone Graham Foundation.
- 2013–2014 Outside Reviewer, Institute of American Indian Arts Senior studio critique.
- 2013 Consultant, “The Old Becomes the New: New York Contemporary Native American Art Movement and the New York School,” American Indian Artists Inc. (Amerinda), Wilmer Jennings Gallery at Kenkeleba, New York, NY.
- 2013 Pre-screener for 2013 Society for Visual Anthropology Film Festival, American Anthropological Association.
- 2012 Program Evaluator, New England Foundation for the Arts, Native Arts.
- 2012 Tenure reviews for two American Indian colleagues teaching at major public universities.
- 2012 Art Writing Mentor, Oklahoma Art Writing & Curatorial Fellowship. Organized by Oklahoma Visual Arts Coalition in partnership with The School of Art and Art History, The University of Oklahoma and the Oklahoma City Museum of Art.
- 2012 Confidential review for MacArthur Fellow Program.
- 2011 Guest Selector, 2011 Native American Film + Video Festival, National Museum of the American Indian.
- 2010–2012 Member, Native American and Indigenous Studies Association.
- 2010 Member, Indigenous Studies Research Network.
- 2009–2010 Member, ArtTable, The Leadership Organization for Professional Women in the Arts. 2010 Presenter, Career Advisory Roundtable discussion.
- 2008–2011 Board of Directors, Society for Visual Anthropology, American Anthropological Association. Program Committee Co-Chair, 2008 to 2009.
- 2007–2014 Director, Poolaw Photography Project. University of Wisconsin–Madison and The University of Science and Arts of Oklahoma.
- 2007–2008 Consultant, The Native Eyes Distance Education Program, Institute of American Indian Arts.
- 2005 Consultant, Stanford University Native American Alumni Association.
- 2005 Invited member, The Aboriginal Curatorial Roundtable, “A Proposal for a Framework for Action.” The Aboriginal Curatorial Collective and the Aboriginal Arts Secretariat, Canada Council for the Arts.
- 2003 Nominations Committee, Native American Art Studies Association.
- 2002–2004 Director, Poolaw Photography Project, Smith College and the University of Science and Arts of Oklahoma.

2002–2005	Peer Reviewer, <i>Meridians: Feminism, Race, Transnationalism</i> . Smith College and Wesleyan University.
2001–2006	Director, The Tribal College Relations Initiative, Yeffe Kimball Photography Project. Smith College and the Institute of American Indian Arts.
1998–2005	Editorial Board, <i>Contemporary American Indian Communities: Stepping Stones for the Seventh Generation</i> . California State University, Long Beach and the University of California, Los Angeles.
1995–1998	Board of Directors, Native American Art Studies Association.
1995	Reviewer, <i>American Indian Culture and Research Journal</i> . University of California, Los Angeles.
1995	Consultant, Fort Sill Chiricahua Warm Springs Apache Tribe of Oklahoma, Cultural Resource Management.
1994–2000	Editorial Board, <i>Museum Anthropology</i> . American Anthropological Association.

## PUBLIC SERVICE

2018	Speaker, Los Angeles City/County Native American Indian Commission Community Dialogue #2: “Indigenizing Public Spaces” Autry Museum of the American West, September 19.
2018	Guest lecturer, California State Summer School for the Arts, California Institute of the Arts, July 30.
2018	Intertribal Education Collaborative (ITEC) College Exploration Day. Professors Round Table, Cal Poly Pomona.
2017	Featured speaker for Phi Beta Kappa Society’s <i>(En)Lightning Talks Los Angeles</i> .
2016–present	Co-director, United American Indian Involvement Photographic Project. In association with Occidental College’s Center for Community Based Learning, solicited, interviewed and acquired funding to contract a professional archivist collections management report. Oversaw and directed the digitization of key works with the aim of a total inventory of a 2000 image database.
2016	Presentation to the City of Los Angeles, Arts, Parks and River Commission committee meeting to support Los Angeles replacing Columbus Day with Indigenous Peoples Day.
2016	Grant Reviewer, Native Arts and Cultures Foundation.
2014–2016	Consultant, California Arts Institute, Dean of Students Office, diversity and inclusion. Co-organizer with Eyvind Kang, “Richard Ray Whitman” Paul Brach Visiting Artist Lecture.
2011–2014	Consultant, American Indian curriculum, New Mexico School for the Arts.
2013	Consultant, “Critical Heritage Studies: Maori and Indigenous Perspectives,” Museums and Cultural Heritage Programme, University of Auckland.
2013	Institute of American Indian Arts Research Center feasibility study.
2013	Consultant, EPCOT’s American Adventure Pavilion at Walt Disney World.
2012	Featured Guest Juror, International Symposium on Electronic Art, Albuquerque: Machine Wilderness.
2011	Grant Reviewer, Native Arts and Cultures Foundation.
2008–2010	Arts Grant Advisory Panel, Dane County Cultural Affairs Commission. Madison, WI.
2007–2008	Public Programming Advisor, Mami Wata exhibit, Chazen Museum.
2004–2005	Consultant, Stanford University Library Special Collections American Indian acquisitions.
2001	Selector, Americans for Indian Opportunity Ambassador Program.
1999	Juror, “Seventh Heartbeat.” Institute of American Indian Arts Museum.
1998	New Mexico Endowment for the Humanities Project Evaluator, “Memory and Imagination: Maidu Indian Artist Frank Day.” Museum of Indian Arts and Culture, Museum of New Mexico.
1997	Exhibit Review Panelist, Smithsonian National Museum of the American Indian.

1996	Consultant, “Here, Now and Always.” Museum of Indian Arts and Culture, Museum of New Mexico.
1996	Consultant, “Gifts of the Spirit: Masterworks by 19th Century and Contemporary Native American Artists.” Peabody Essex Museum.
1993	Guest Editor, Indian Hearts, Indian Minds. <i>Crosswinds</i> 5(9).
1993–1995	Fine Arts Committee, Museum of Fine Arts, Museum of New Mexico.
1993	Site Coordinator, The Stanford/Zuni Project.

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## PROFESSIONAL MEMBERSHIPS

American Anthropological Association

College Art Association

The International Society for Education Through Art (InSEA), an official partner of UNESCO.

Native American and Indigenous Studies Association

## ANANDA MARIA MARIN, PhD

University of California, Los Angeles  
 Graduate School of Education & Information Studies, Department of Education  
 457 Portola Plaza, Moore Hall-Room 3341, Los Angeles, CA 90095-1521  
 (310) 206-1877  
 marin@gseis.ucla.edu

### EDUCATION

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**Ph.D. in Learning Sciences**, December 2013

Northwestern University, School of Education and Social Policy, Evanston, IL

*Dissertation*: Learning to Attend and Observe: Parent-child Meaning Making in the Natural World

*Committee*: Drs. Douglas Medin (Chair), Carol Lee (Co-chair), Reed Stevens, and Tarajeen Yazzie-Mintz

**Master in Public Policy**, Harvard University, Kennedy School of Government, Cambridge, MA, 2002

**B.A in Sociology**, Yale University, New Haven, CT, 1998

### APPOINTMENTS

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**University of California, Los Angeles, Graduate School of Education & Information Studies**

Assistant Professor of Qualitative Research Methods in Education, Division of Social Research Methodology, July 2016 – Present

**Northwestern University**

Postdoctoral Fellow, Psychology Department, October 2013 – June 2016

Lecturer, School of Education and Social Policy, September 2014 - June 2016

### ACADEMIC AWARDS & FELLOWSHIPS

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**Northwestern University**

- |  |           |
|--|-----------|
| • Dissertation Year Fellowship                               | 2011-2012 |
| • Graduate Research Grant                                    | 2011      |
| • Multidisciplinary Program in Education Sciences Fellowship | 2008-2011 |

**Academy for Educational Development**

- |  |      |
|--|------|
| • Public Policy and International Affairs Fellowship | 1997 |
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### PUBLICATIONS

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**Journal Articles**

Bang, M., Faber, L., Gurneau, J., **Marin, A.**, Soto, C. (2015). Community Based Design Research: Learning Across Generations and Strategic Transformations of Institutional Relations Towards Axiological Innovations. *Mind, Culture, and Activity*, 1-14.

Bang, M. & **Marin, A.** (2015). Nature-culture constructs in science learning: Human-non-human agency

and intentionality. *Journal of Research in Science Teaching*, 52(4), 530-544.

**Marin, A.** & Bang, M. (2015). Designing pedagogies for Indigenous science education: Finding our way to storywork. *Journal of American Indian Education*, 54(2), 29-51.

Bang, M., Curley, L., Kessel, A., **Marin, A.**, Suzukovich, E., & Strack, G. (2014). Muskrat theories, tobacco in the streets and living Chicago as indigenous land. *Environmental Education Research*, 20(1), 37-55.

Bang, M., **Marin, A.**, Faber, L., & Suzukovich, E. S. (2013). Repatriating Indigenous technologies in an urban Indian community. *Urban Education*, 48(5), 705-733.

Dehghani, M., Bang, M., Medin, D., **Marin, A.**, Leddon, E., & Waxman, S. (2013). Epistemologies in the Text of Children's Books: Native-and non-Native-authored books. *International Journal of Science Education*, 35(13), 2133-2151.

Hermes, M., Bang, M., & **Marin, A.** (2012). Designing indigenous language revitalization. *Harvard Educational Review*, 82(3), 381-402.

### Book Chapters

**Marin, A.** & Bang, M. (in press). Indigenous Heritage Communities of North America. In Peppler, K. (Ed.), *SAGE Encyclopedia for Out of School Learning*.

Bang, M., Curley, L., Kessel, A., Marin, A., & Suzukovich, E. (2015). *Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Lands*. In McCoy, K., Tuck, E., & McKenzie, M. (Eds.) *Land Education: Rethinking pedagogies for place from Indigenous, postcolonial, and decolonizing perspectives*.

Bang, M., **Marin, A.**, Medin, D., & Washinawatok, K. (2015). Learning by observing, pitching in and being in relations in the natural world. In R. Mejía-Arauz, M. Correa-Chávez, & B. Rogoff (Eds.), *Advances in Child Development Behavior: Research on how children learn by observing and contributing in their families and communities* (pp. 303-313).

Medin, D., Ojalehto, B., **Marin, A.**, & Bang, M. (2013). Culture and epistemologies: Putting culture back into the ecosystem. In M. Gelfand, CY Chiu, & Y-Y. Hong (Eds.), *Advances in Culture and Psychology* (pp. 177-217). Oxford University Press.

### Manuscripts Under Review or Submitted

**Marin, A.** & Bang, M. (revise and resubmit). "Look it, this is how you know:" Family forest walks and knowledge building about the natural world. *Cognition and Instruction*.

ojalehto, b., **Marin, A.**, & Medin, M. (under review). Conceptual Change, Relationships, and Cultural Epistemologies. In T. Amin & Levrini, O. (Eds.), *Converging and Complementary Perspectives on Conceptual Change*.

Page-Reeves, J., **Marin, A.**, Bleecker, M.A., Moffett, M., DeerinWater, K., Medin, D., & Echohawk, S. (under review). Transforming community data into an archive for research: strategic partnering to increase and sustain capacity within a Native organization. *The International Journal of Community Research and Engagement*.

Page-Reeves, J., **Marin, A.**, Moffett, M., DeerinWater, K., Medin, D., & Bleecker, M.A. (under review). Wayfinding as a Concept for Understanding Success Among Native Americans in STEM: “Learning how to map through life.” *Harvard Educational Review*.

Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., **Marin, A.** Gurneau, J., & Faber, L. (revise and resubmit). Children’s Play with a Forest Diorama as a Window into Ecological Cognition. *Journal of Cognition and Development*.

### Manuscripts in Preparation

Bang, M. & **Marin, A.** (Invited). Urbanity and Indigenous Education. In McKinley, E. & Smith, L.T. (Eds.), *Handbook of Indigenous Education*.

**Marin, A.** (Invited). Ambulatory Turns: Ecologies of Attention, Mobility, Land, and Learning. *Mind, Culture, and Activity*.

**Marin, A.** Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. Possible Journal: *Qualitative Inquiry*.

**Marin, A.** & Bang, M. (Invited). Seeing together: The ecological knowledge of indigenous families in Chicago Urban forest walks. In García-Sánchez, I.M. & Orellana, M. *Everyday Learning: Leveraging Non-Dominant Youth Language and Culture in Schools*.

**Marin, A.** & Medin, M. Indigenous Science: Reframing the Conversations about what Counts. *Daedalus*.

Taylor, K.H., Ma, J., **Marin, A.**, & Phillips, N. Replacing the body in accounts of learning: Looking across studies that design with/in place. Possible Journal: *AERA Open*.

### Publications for Practitioners and the General Public

**Marin, A.** (2014, August). Indigenous Child Development. *Indigenous Education Tools*. Retrieved from <http://indigenouseducationtools.org/bf/03>

**Marin, A.** (2013, November 13). Lessons on Equity in Science Education from Walking Urban Forest Preserves. *Equity Alliance Blog: Arizona State University*. Retrieved from <http://www.niusileadscape.org/bl/?cat=143>

### CONFERENCE PROCEEDINGS, PAPERS, & PRESENTATIONS

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**Marin, A.** (2016, June). Bodies, Mobilities and Places in Learning. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

Vossoughi, S., Taylor, K.H., **Marin, A.**, Silivas, D., & Philip, T. (2016, June). Historicized Bodies in Interaction: Seeing the Political and Relational Layers of Learning in Place. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

**Marin, A.** (2016, April). Epistemic Ecologies within Family Forest Walks. American Educational Research Association, Chicago, IL.



- Marin, A.** & Medin, D. (2015, April). Advancing Understandings of Culture, Human Learning, and Development. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Parent-Child Questioning While on the Move. National Association of Research in Science Teaching, Chicago, IL.
- Marin, A.** (2014, June). Re-placing walking in the analysis of children's observational inquiry. International Conference of the Learning Sciences, Boulder, CO.
- Duarte Olson, I. & **Marin, A.** (2014, June). Becoming Samba: Understandings of the process of auto-regulation through the relationship between audience and school. International Conference of the Learning Sciences, Boulder, CO.
- Bang, M. & **Marin, A.** (2014, March). Land's structuring of learning in learning environments and family contexts. National Association of Research in Science Teaching Annual Conference, Pittsburgh, PA.
- Marin, A.** (2013, April). The cultural nature of observation, attention and meaning-making about the natural world. American Educational Research Association Conference, San Francisco, CA.
- Marin, A.**, & Bang, M. (2013, April). The nature of attentional directives and relationships with the natural world. American Educational Research Association Conference, San Francisco, CA.
- Bang, M. & **Marin, A.** (2012, March). Mediating meanings and pedagogy through storywork: Teacher's storytelling of land-based experience. National Association for Research in Science Teaching Conference, Indianapolis, IN.
- Marin, A.**, Bang, M., & Medin, D. (2011, June). Ascribing internal states to non-human kinds: A comparison of Native American and European American authored children's books. Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Marin, A.** & Kessel, A. (2011, April). Narratives of place: Teachers' ideological becoming across design spaces and place-based instruction. American Educational Research Association Conference, New Orleans, LA.
- Marin, A.**, Bang, M., & Medin, M. (2010, June). Mental state expressions in American Indian and European American authored children books. Institute of Education Sciences Annual Research Conference, National Harbor, MD.
- Bang, M. & **Marin, A.** (2010, April-May). Reframing teacher learning as a socio-cultural situative activity: American Indian teachers teaching science. American Educational Research Association Conference, Denver, CO.
- Bang, M. & **Marin, A.** (2010, February). "We know from our elders there are spirits in there [River]": Reconstructing science education towards lived survivance, sovereignty, and sustainability. Symposium on Indigenous Education in the 21st Century, American Educational Research Association Meeting, Tempe, AZ.



**Marin, A.** (2009, June). Situating Teacher Knowledge in an American Indian Community-Based Curriculum Design and Implementation Project. Institute of Education Sciences Annual Research Conference, Washington DC.

Assaf, R., **Drake, A.**, & Lara, J. (2007, April). The Studio Classroom: Where Technology and Student Services Meet. The Higher Learning Commission Annual Conference, Chicago, IL.

## INVITED TALKS

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**Marin, A.** (2016, May 17). Indigenous Ways of Knowing. Presented at M-231/US- 31 Outreach and Education Project Curriculum and Lesson Plan Workshop, Ziibiwing Cultural Center, Mt. Pleasant, Michigan.

**Marin, A.** & Gurneau, J. (2015, November). *Defining the Focus of Partnership Work*. Webinar for Research-Practice Partnerships Forum. Available online: <http://researchandpractice.org/rppforum/>

## GRANTS

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*CAP: Building Capacity for New Genre of Learning on the Move (LoM)* (PI, Rogers Hall; co-PIs, A.M. Marin and K.H. Taylor), National Science Foundation – Cyber Learning & Future Learning Technologies 1647242, \$49,999, 08/01/16 – 07/31/17.

## RESEARCH EXPERIENCE

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**Postdoctoral Fellow** 2013-present  
Northwestern University, Department of Psychology  
Supervisor: Dr. Douglas Medin

- *Collaborative Research to Understand the Role of Culture, Identity, Epistemology and Bi-Cultural Efficacy in American Indian Educational and Professional Success in STEM* (PIs: Janet Page-Reeves, Douglas Medin, Sarah EchoHawk; Co-Investigator: Maurice Moffett), National Science Foundation – REAL 1251516
- *Collaborative Research: Cultural Epistemologies and Science Related Practice: Living and Learning in Relationships*” (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL 1109210
- *Collaborative Research: Culturally Based Citizen Science: Rebuilding Relationships to Place* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay), National Science Foundation – AISL 1114530

**Research Assistant** 2011- 2013  
American Indian Center of Chicago, Northwestern University

- *Collaborative Research: Cultural Epistemologies and Science-related Practices: Living and Learning in Relationships* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL1109210

**Curriculum Designer and Teacher** 2005-2011  
American Indian Center of Chicago

- *Collaborative Research: Cultural Context of Learning: Native American Science Education Project* (PIs: Megan Bang, Douglas Medin, Karen Washinawatok), National Science Foundation – REAL 0815222

## RELEVANT PROFESSIONAL EXPERIENCE

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<b>American Indian College Fund</b>	2015 - present
Evaluation Consultant, Early Childhood Education Initiatives	
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
Assistant Dean, Student Services	2006-2008
Director of Student Support Services	2005-2006
PeopleSoft Facilitator	2004
College Advisor	2002-2005
<b>Chicago Children's Museum (CCM), Chicago, IL</b>	
Community Services Associate	1999-2000
Assistant to the Vice President of Community Services & Strategic Initiatives	1998-1999

## TEACHING EXPERIENCE

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<b>Northwestern University</b>	
<i>Lecturer, School of Professional Studies</i>	
Developmental Psychology (PSYCH 218)	Spring 2015
<i>Lecturer, School of Education &amp; Social Policy</i>	
Culture and Cognition (LOC 214)	Fall 2014; Winter 2016; Spring 2016
Introduction to Schooling & Communities (TEACH_ED 304)	Winter 2014
<i>Teaching Assistant, School of Education &amp; Social Policy</i>	
Educating the Exceptional Child, Professor Kit Harper	Summer 2013, 2012; Spring 2012
Gender and the Life Course, Professor Regina Lopata Logan	Winter 2012
Social Contexts of Education, Professor Carol D. Lee	Winter 2011; Winter 2009
Culture and Cognition, Professor Sonya Sachdeva	Fall 2011
Introduction to Community Development, Professor John (Jody) Kretzmann	Winter 2010
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
<i>Lecturer</i>	
Inter-disciplinary Studies 101: College Success Seminar	Summer 2007; Fall 2007
History 170: Native American History	Fall 2005, 2004; Spring 2004
<i>GED Instructor</i>	
Institute for Native American Development	2001

## SERVICE ACTIVITIES

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### Reviewing

- AERA Open (2015)
- African Journal of Research in Mathematics, Science and Technology Education (2014)
- Cognition and Instruction (2015)
- Cognitive Psychology (2015)
- Journal of American Indian Education (2011-2015)
- Mellon Tribal College Research Journal (2014)
- Psychological Bulletin (2014)

- Science Education (2014-2015)
- Tribal College and University Research Journal (2015-2016)

**Association Service**

- Co-Coordinator, National Association in Research in Science Teaching, Strand 2: Science Learning: Contexts, Characteristics, and Interactions (2014-2016)
- Secretary/Treasurer, Indigenous Peoples of the Americas SIG, American Educational Research Association (2015-2016)
- Secretary/Treasurer-elect, Indigenous Peoples of the Americas SIG, American Educational Research Association (2014-2015)
- Conference Proposal Reviewer
  - National Association in Research in Science Teaching, Strand 6: Science in Informal (2014)
  - American Educational Research Association, Learning Sciences SIG (2014)
  - American Educational Research Association, Indigenous Peoples of the Americas SIG (2013)

**University Service**

- One Book One Northwestern Steering Committee (2015-2016)
- Northwestern University Native American Outreach & Inclusion Task Force (2014-2015)

**Community Service**

- University of Illinois Chicago, Native American Support Program Advisory Council (2015-2016)
- American Indian Center Board of Directors (2004-2007)
- First Nations Film & Video Festival (2004-2005)
- Co-Director, Native American Youth of Tomorrow (1999-2000)  
Selected by the Board of Directors of Chicago Native American Urban Indian Retreat to co-direct Native American Youth of Tomorrow, a volunteer-based tutor/mentor program.

**PROFESSIONAL AFFILIATIONS**

---

- American Educational Research Association
- National Association for the Education of Young Children
- National Association for Research in Science Teaching

Kyle T. Mays, Ph.D.  
 Assistant Professor  
 Department of African American Studies & the American Indian Studies Center  
 University of California, Los Angeles  
 1328 Rolfe Hall  
 Los Angeles, CA  
 Mobile: (517) 930-5829  
[mayskyle@ucla.edu](mailto:mayskyle@ucla.edu)

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### Employment:

#### UNIVERSITY OF CALIFORNIA, LOS ANGELES

2017-present     Assistant Professor, Department of African American Studies & the American Indian Studies Center

#### EMORY UNIVERSITY

2019-2020     Visiting Fellow, The James Weldon Johnson Institute for the Study of Race and Difference

#### UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

2015-2017     Carolina Postdoctoral Program for Faculty Diversity Fellowship, University of North Carolina at Chapel Hill

### Educational Background:

#### UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

2015     Ph.D., United States History

Dissertation Research: *Indigenous Detroit: Indigeneity, Modernity, and Racial and Gender Formation in a Modern American City, 1871-2000*

Committee: Frederick Hoxie (chair), Robert Warrior, David Roediger Coll Thrush, Dianne Harris

Comprehensive Examination Fields:

**Major Field:** Modern United States History

**Minor Field One:** Global Indigenous Studies (gender & sexuality; comparative urban Indigenous studies; expressive culture); **passed with distinction**

**Minor Field Two:** Comparative Studies of Race and Ethnicity (critical studies of whiteness; Afro-Indigenous studies)

2012     Master of Arts, United States History

## MICHIGAN STATE UNIVERSITY

2009 Bachelor of Arts, Social Relations and Policy, James Madison College

2006 Japan Center for Michigan Universities Intensive Japanese Language Study (summer)

**Publications:**

## BOOKS

2020 Mays, K. *Aunt Judy's Detroit: Indigeneity, Race and Belonging in the Motor City* (Expected, 2020).

2018 Mays, K. *Hip Hop Beats, Indigenous Rhymes: Modernity and Hip Hop in Indigenous North America* (Albany: SUNY Press, 2018); "Native Traces" Series, edited by Jace Weaver & Scott Richard Lyons. Finalist, "Best First Book Prize" for the Native American and Indigenous Studies Association (2019)

## JOURNAL ARTICLES

(Refereed)

2019 Rice, AJ & **Mays, K.**, "*The Boondocks*, Black History, and Black Lives Matter: Or, Why Black Popular Culture Matters for Black Millennials." *Africology: The Journal of Pan African Studies*. (In press).

2019 Mays, K. "Decolonial Hip Hop: Indigenous Hip Hop and Disrupting Settler Colonialism." *Cultural Studies*, Vol. 33(3): 460-479.

2016 Mays, K. "From Flint to Standing Rock: The Aligned Struggles of Black & Indigenous People." Hot Spots, *Cultural Anthropology* website, December, 22. <https://culanth.org/fieldsights/1015-from-flint-to-standing-rock-the-aligned-struggles-of-black-and-indigenous-people>.

2016 Mays, K. "Pontiac's Ghost in the Motor City: Indigeneity and the Discursive Construction of Modern Detroit." *The Middle West Review*, 2(02): 115-142.

2016 Mays, K. "Promoting Sovereignty, Rapping Mshki (Medicine): A Critical Anishinaabe Reading of Rapper Tall Paul's 'Prayers in a Song.'" *Social Identities: Journal for the Study of Race, Nation and Culture*, 22(02): 195-209.

2013 Mays, K. "Transnational Progressivism: African Americans, Native Americans, and the Universal Races Congress of 1911." *American Indian Quarterly* 37(4): 244-261.

## EDITED VOLUMES

Burton, A., Winkelmes, M.A., & **Mays, K.** (eds.) 2014. *An Illinois Sampler: Teaching and Research on the Prairie*. Urbana: University of Illinois Press, 144 pages.

## CHAPTERS IN BOOKS

- 2019 Mays, K. "Black Liberation and Indigenous Erasure: Black Belonging on Turtle Island from Black Power to Black Lives Matter." In Emilio del Valle Escalante, *Localizing Decoloniality in Global Indigenous Studies* (Durham: Duke University Press). (In press, expected 2020).
- 2018 **Mays, K.** & Whalen, K. "Decolonizing Indigenous Education in the Postwar City: Native Women's Activism from Southern California to the Motor City." In Linda Smith, Eve Tuck, & K. Wayne Yang, *Indigenous and Decolonization Studies in Education* (Routledge: 116-130).
- 2014 Mays, K. "Humanities and Sciences at Work: Liberatory Education for Millennials." In Burton, A., Winkelmes, M.A., & **Mays, K.** (eds.). *An Illinois Sampler: Teaching and Research on the Prairie*. Urbana: University of Illinois, Urbana-Champaign: 119-122.

## BOOK REVIEWS

- 2019 Mays, K. Review of *Indians on the Move: Native American Mobility and Urbanization in the Twentieth Century* by Douglas K. Miller for the *Native American and Indigenous Studies Journal* (Accepted).
- 2019 Mays, K. Review of *Native Spaces: Geographic Strategies to Unsettle Settler Colonialism* by Natchee Blu Barnd. Book review form, *The AAG Review of Books*, 7, (2), 131-132.
- 2017 Mays, K. Review of *This Benevolent Experiment: Indigenous Boarding Schools, Genocide, and Redress in Canada and the United States* by Andrew Woolford. Winnipeg, University of Manitoba Press, 2015. *Canadian Journal of History*. 51(1), 147-149.
- 2016 Mays, K. Review of John J. Laukaitis, *Community Self-Determination: American Indian Education in Chicago, 1952-2006*. Albany: State University of New York Press, 2015. *History of Education Quarterly*. 56(4), 669-673.
- 2016 Mays, K. Review of John N. Low, *Imprints: The Pokagon Band of Potawatomi Indians in the City of Chicago*. H-Environment Reviews. October. <https://www.h-net.org/reviews/showpdf.php?id=47617>.
- 2015 Mays, K. Review of Sam McKegney (ed.), *Masculindians: Conversations About Indigenous Manhood*. (Winnipeg: University of Manitoba Press, 2015). *Native American and Indigenous Studies Journal* 2(1), pp. 140-143.
- 2014 Mays, K. Review of David E. Kirkland, *A Search Past Silence: The Literacy of Young Black Men*. New York: Teachers College Press, 2013. *Spectrum: A Journal on Black Men*. 3(1), pp. 123-125.
- 2013 Mays, K. Review of H. Samy Alim & Geneva Smitherman, *Articulate While Black: Barack Obama, Language and Race in the U.S.* New York: Oxford University Press, 2012. *Spectrum: A Journal on Black Men*. 1(2): 114-116.

## DOCUMENTARY &amp; FILM REVIEWS

- 2017 Mays, K. Review of *MTV's Rebel Music: Native America*. *Native American and Indigenous Studies Journal*. 1(3), 146-147.
- 2014 Mays, K. Review of Audrey Geyer, *Our Fires Still Burn: The Native American Experience*. *Native American and Indigenous Studies Journal*, 1(2), 198-199.

**Media Appearances**

- 2019 "How Hip Hop Artists are defining a modern Indigenous identity." CBC. May 05, 2019. <https://www.cbc.ca/radio/unreserved/indigenous-masculinity-and-the-lasting-impacts-of-colonization-1.5109762/how-hip-hop-artists-are-defining-a-modern-indigenous-identity-1.5109766>.

**Grants and Awards**

- 2019-2020 Visiting Fellow, The James Weldon Johnson Institute for the Study of Race and Difference, Emory University, \$45,000
- 2019-2020 Institute on Inequality and Democracy Luskin Faculty Seed Grants, "Discourse and Dispossession: Culture, Language, and Black and Indigenous Freedom Dreams in Detroit." UCLA, \$9,010
- 2018-2019 Bunche Center Community Fund, UCLA, \$1,500
- 2018-2019 Council on Research, Faculty Grants Program, Research Enabling Grant, UCLA, \$1,600
- 2018-2019 Institute of American Cultures (IAC) Research Grant for project, "Black Belonging, Indigenous Sovereignty, and Radical Resurgence on Turtle Island." UCLA, \$9,934
- 2017-2018 University of California Consortium for Black Studies in California Fellowship; \$4,000
- 2016 Democratizing Knowledge Summer Institute, Syracuse University
- 2014-2015 Nicholson-IPRH Fellowship, Illinois Program for Research in the Humanities, University of Illinois, Urbana-Champaign
- 2014-2015 Dissertation Fellowship, Department of History, University of Illinois, Urbana-Champaign
- 2014-2015 Alternate, Ford Foundation Dissertation Completion Fellowship
- 2014 FLEFF (Finger Lakes Environmental Film Festival Fellow), Ithaca College, Ithaca, New York
- 2014 Conference on College Composition and Communication Dream Travel Award
- 2013-2014 Focal Point Graduate College Project Grant, University of Illinois, Urbana-Champaign
- 2013-2014 Research Fellowship, Department of History, University of Illinois, Urbana-Champaign

2013	Newberry Consortium on American Indian Studies Graduate Student Fellowship
2013	Bosch Foundation Archival Seminar for Young Historians, German Historical Institute, Washington, D.C.
2013	Joseph W. Swain Prize for best-published journal article in History, University of Illinois, Urbana-Champaign
2011-2012	Graduate College Fellowship, University of Illinois, Urbana-Champaign
2011-2012	Humanities, Arts, Science, and Technology Advanced Collaboratory
2010-2011	McNair Graduate College Fellowship, University of Illinois, Urbana-Champaign
2010	Newberry Consortium on American Indian Studies Graduate Student Seminar Institute Fellow
2010	Summer Pre-Doctoral Institute Fellow, University of Illinois, Urbana-Champaign.

#### **Research Interests:**

- Urban Indigenous Culture and History
- Urban History
- Indigenous Popular Culture
- Critical Ethnic Studies
- Afro-Indigenous Studies

#### **Research Experience:**

2013-2014	<i>University of Illinois, Urbana-Champaign Department of History Research Fellowship.</i> This dissertation research is based primarily on oral histories and archival materials conducted during my time in Detroit.
2013	<i>Newberry Consortium in American Indian Studies Research Fellowship</i> (summer). This research was conducted at the Newberry Library in Chicago, Illinois. The research was based primarily on the Library's extensive collection in Midwestern Indigenous culture and history.
2011-2012	This research project was a one-year study of the language and literacy practices of African American male adolescents and their engagement with a Critical Sports Pedagogy during their participation in the My Brother's Keeper Program, a partnership between Michigan State University and the Paul Robeson-Malcolm X Academy in Detroit, Michigan.
2009-2010	This research project, conducted under the direction of Dr. Geneva Smitherman, relied on an analysis of primary documents in order to write a history of the African American and African Studies Program at Michigan State University.

#### **Teaching Interests**

- Modern United States History



- Comparative Race and Ethnicity & Afro-Indigenous Histories
- Urban History & Urban Indigenous History
- Modern Native American History
- Hip Hop Studies
- Indigenous Popular Culture
- Comparative/Global Indigenous Studies

### **Teaching Experience:**

- 2019 “Advanced Historiography of American Indian Peoples,” University of California, Los Angeles (Winter)
- 2019 “Introduction to American Indian Studies,” University of California, Los Angeles (Fall)
- 2018 “Millennials Are Us: Race, Gender, and Decolonization,” University of Los Angeles, California, (Spring).
- 2017 “Afro-Indigenous History: From Enslavement and Settlement to Black Lives Matter & Indigenous Sovereignty,” University of California, Los Angeles (Fall).
- 2016 “The Promise of Urbanization: American Cities in the 19<sup>th</sup> and 20<sup>th</sup> Centuries, Department of History,” University of North Carolina at Chapel Hill (Fall).
- 2015 Instructor and Course Designer, “Indigenous Histories of Place: Indigenous People, Local Narratives, and Modernity,” Program for Native American Studies, West Virginia University (Spring; online).
- 2013 Teaching Assistant, “Western Civilization, 1660-Present,” Department of History, University of Illinois, Urbana-Champaign (Spring Semester).
- 2012 Teaching Assistant, “U.S. History to 1877,” Department of History, University of Illinois, Urbana-Champaign (Fall Semester).
- 2012 Instructor and Course Designer, “Rappin and Reppin History: Exploring Culture, Language, and U.S. History through Hip Hop Culture,” Champaign County Juvenile Detention Center (Summer).

### **Service**

#### ***Panels***

- 2018 Panelist, “Navigating the Academic Job Process at Research, Teaching, and Private Institutions. Academic Job Spring Intensive for Graduate Students and Postdoctoral Scholars in the Social Sciences, Humanities, Arts & Education,” June 8.

### **Conference Organization and Inviting Speakers:**

- 2019 Brought Paul Ortiz, associate professor at the University of Florida.
- 2014 Undoing the Destruction of Black Education in Detroit: A Midwestern Strategic Planning Forum. Black Education Congress, Detroit, Michigan.

- 2014 Learning From Detroit: Turbulent Urbanism in the 21<sup>st</sup> Century. University of Michigan, Ann Arbor, Michigan.
- 2014 Reimagining Education: A Workshop for Critical Educators. May 2-3, University of Illinois, Urbana-Champaign. Two-day conference with invited speakers, Geneva Smitherman, Ana Celia Zentella, and David E. Kirkland (with Eduardo Coronel, Gabriel Rodriguez, et al.).
- 2013 Women's and Gender History Symposium, University of Illinois, Urbana-Champaign.

### **Guest Lectures, Invited Talks, and Keynotes**

- 2019 *"Hip Hop Beats, Indigenous Rhymes: Decolonization & Black & Indigenous Solidarity."* Northern Arizona University Ethnic Studies 6<sup>th</sup> Annual Hip Hop Week, April 16.
- 2019 *"The Mobility of Belonging: How Black People Construct their Indigeneity on Turtle Island."* University of Florida, April 8.
- 2019 *"When did Black Americans lose their indigeneity? Antiracism, Indigenous Erasure, and the Future of Black-Indigenous Relations."* Princeton University, April 5.
- 2019 *"Who Gets to be Indigenous? Black Indigeneity, Indigenous Erasure, and Black-Indigenous Relations on Turtle Island."* University of Texas, Austin, March 28.
- 2019 *"When did Black people lose their Indigeneity?" Reimagining Black and Indigenous Histories."* Dartmouth College, February 6.
- 2018 *"Indigenous Hip Hop Millennials: Decolonization, Solidarity, and Artistic Struggle."* Cal Poly Pomona, Pomona, California, November 7.
- 2018 *"Indigenous Hip Hop: Decolonization, Solidarity, and the Struggle for the Im/Possible."* University of Louisville Keynote. Louisville, Kentucky, October 12.
- 2018 *"Black Belonging, Indigenous Sovereignty: The Struggle for Freedom, Self-Determination, & Sovereignty."* James Madison College, Michigan State University, East Lansing, Michigan, October 4.
- 2018 *"We Still Here: Indigenous Hip Hop, Resisting (settler) Colonialism, and the Politics of Possibility."* Bucknell University, keynote, September 24.
- 2018 *"We Still Here: Indigenous Hip Hop Dreams and Resistance in the Americas."* Critical Latinx Indigenities Pre-Conference. Los Angeles, May 16.
- 2018 *"Indigenous Politics & Coalitions in California: Or, Why We Need a Settler Colonial Framework."* Envisioning California 2018: Racial and Ethnic Politics in the Golden State." California State University, Northridge, April 9.
- 2017 *"I apologize': On Indigenous Men Ending Toxic Masculinity."* Native American Heritage Month, UCLA, November 14.

- 2017      *"Getting Elsewhere: Shared Futures on Self-Same Land."* University of Toronto, November 3.
- 2017      *"Yall just tryna be black!": Indigenous Hip Hop and the Politics of Blackness on Turtle Island.* "Institute of American Cultures Fall Forum, UCLA, November 2.
- 2017      *"Black and Indigenous Relations Across Turtle Island: Dreams, Tensions, and Possibilities."* Keynote for Native American Heritage Month, University of Maryland, College Park, October 30.
- 2017      *"Indigenous Dreamin': How Indigenous Hip Hop Rejects the Colonial Politics of Recognition."* Decolonization in a Comparative Perspective, Amherst College, October 28.
- 2017      "Race, Capitalism, and Settler Colonialism," Respondent to Alyosha Goldstein paper. Race and Capitalism: Global Territories, Transnational Histories. October, 20.
- 2017      *"Be Like water: Indigenous Millennials & How We Gon' Get Free."* Second Annual Native Big Ten Gathering, Purdue University, October 14.
- 2017      *"Indigenous Hip Hop and Why Representation Matters."* Brown University, October 2.
- 2017      *"'A Million dollars worth of game for \$9.99': What Bruce Lee Can Teach Us About Surviving the University."* Community College Program, UCLA, July 11.
- 2017      *"From Black & Red Power to Flint & Standing Rock: Unexpected Encounters in Black & Native Histories."* Middle Tennessee State University, February 21.
- 2017      *"Thoughts on Black and Indigenous Relations, From Flint to Standing Rock--and Beyond."* Mount Royal University, Calgary, February 9.
- 2016      *"Remixing Turtle Island: The Rise of the Indigenous Hip Hop Generation."* Keynote for Duke University's Native American Heritage Month, November 16.
- 2016      *"Be Who You Be: Notes on Culture, Politics, and the Rise of the Indigenous Hip Hop Generation."* Keynote for North Carolina State University, November 1.
- 2016      *"The Black Centered City,"* Charles Wright Museum, Detroit, Michigan. Featured panel, October 6.
- 2016      *"A Change is Gonna Come": Thoughts on Culture, Protest, and the Rise of the Indigenous Hip Hop Generation."* Keynote for the First Annual Big Ten Native Gathering, University of Wisconsin, Madison. September 30.
- 2016      *"The Intersections of Black and Native Activism in 1960s America."* The Turbulent Decade: 1965-1975. Program in the Humanities, University of North Carolina at Chapel Hill, June 24.
- 2016      *"Anti-Colonial Experiments in Entangled Socialities;"* participant. The Institute for Gender, Race, Sexuality and Social Justice, University of British Columbia, May 26.

- 2016 *"Indigenous in the Motor City: Indigeneity and the Development of 20<sup>th</sup> Century Detroit."* Faculty Seminar on the Urban Experience." University of Kansas, May 12.
- 2016 *"Indigenous Detroit: Or, How Indigeneity Was Central to the Development of Modern Detroit."* James Madison College, Michigan State University, April 20.
- 2016 *"Red Power to Hip Hop: Citizenship, Modernity, and the Quest for Sovereignty in Indigenous North America."* James Madison College, Michigan State University, April 19.
- 2016 *"Between the Rez and the City: The Urban Native American Experience in Postwar America,"* Middle Georgia State College, March 16.
- 2016 *"The Arrivant, the Native, and the Settler in the Motor City: Indigenous (Competing) Histories of 20<sup>th</sup> Century Detroit."* University of Toronto. February 25.
- 2016 *"We Gon Be Alright!": Black-Indigenous Relations in Popular Culture, and Why It Matters."* North Carolina State University, February 15.
- 2016 *"From Red Power to Hip Hop: The Urban Indigenous Experience in Postwar America."* Center for the Study of the American South, University of North Carolina at Chapel Hill. February 9.
- 2016 *"Reading Indigeneity into the Rhetoric and Words of Malcolm X: The Discourses of Black Indigeneity, and Why It Matters."* University of North Carolina at Chapel Hill. January 27.
- 2015 *"Indigenous Hip Hop: Performing Indigeneity in 21<sup>st</sup> Century North America."* Lecture for Dr. Daniel Cobb's 20<sup>th</sup> Century Native North America Course. University of North Carolina at Chapel Hill. November 30.
- 2015 *"Indigenous Hip Hop, or How Native People Challenge Stereotypes One Bar at a Time."* Kennesaw State University. November 19.
- 2015 *"You got that good hair!": Sayings, Encounters, and Other Moments in Black and Indigenous Histories."* University of Wisconsin, Oshkosh. February 26.
- 2015 *"Black-Indigenous Histories in Unexpected Places,"* for Dr. Gabriel Loiacono's "American Indian History 363 course," University of Wisconsin, Oshkosh, February 26.
- 2015 *In Defense of Community and Nation: Education, Indigenous Feminism, and Political Culture in Postwar Detroit.* California Poly Pomona, Native Scholars Lecture Series; Pomona, CA, February 17.
- 2015 *Unexpected Encounters in Black-Indigenous History,* Residential College in the Arts and Humanities, Michigan State University, February 5.

**Conference Presentations (selected)**

- 2019 “Memory and Un-Remembering in Detroit.” Society of Early Americanists Biennial Conference, Eugene, Oregon, March 1.
- 2018 “Indigenous Hip Hop and Decolonization: Toward a Global Indigenous Popular Culture.” American Studies Association Annual Meeting, Atlanta, Georgia, November 8.
- 2018 “Black and Indigenous Dreamin’: Indigenous Millennials and Decolonial Possibilities.” Scholar-Activism in the Twenty-First Century Conference, London, United Kingdom, June 23.
- 2018 “*From Red Power to Indigenous Hip Hop: Radical Indigenous Culture and Politics in Post-Rebellion Detroit.*” “1968 & Its Legacies” Conference, London, United Kingdom, June 15.
- 2018 “*NdNs in the Black Mind: Possibilities, Tensions, & Why We Gon Be Alright.*” Native American and Indigenous Studies Association Annual Meeting, Los Angeles, California, May 18.
- 2017 “*Indigenous Hip Hop & the Politics of Blackness.*” American Studies Association Annual Meeting, Chicago, IL, November 10.
- 2016 “*Malcolm X and Indigeneity: The Discourses of Black Indigeneity and Indigenous Erasure.*” American Studies Association Annual Meeting, Denver, CO, November 19.
- 2016 *Black, Indigenous, and Indigeneity?: Race, Place, and Competing Indigeneities in Postwar Detroit.* Western History Association Annual Meeting, St. Paul, Minnesota, October 22.
- 2016 “*Family as a Method in Reconstructing Indigenous and Black West(s).*” Western History Association Annual Meeting, St. Paul, Minnesota, October 21.
- 2016 “*Settler Colonialism in a Settler Regime: Race, Place, and Internal/Settler Colonialisms in Modern Detroit.*” American Historical Association Annual Conference, Atlanta, GA. January 10.
- 2015 *Detroit is the Black Man’s Land: The Problem of Black Indigeneity in Post-Rebellion Detroit.* Ethnohistory Conference, Las Vegas, NV; November 7.
- 2015 *Indigeneity “where the big waters are divided”: Indigenous Histories of Belle Isle, Detroit.* Ethnohistory Conference, Las Vegas, NV; November 5.
- 2015 *Performing Colonialism: The Construction of a Settler Colonial City at Detroit’s 1901 Bicentennial.* American Studies Association, Toronto, ON, CA; October 11.
- 2015 *Indigenous Women and the Settler Regime: Indigeneity, Gender, and Race in Post-Rebellion Detroit.* Native American and Indigenous Studies Annual Conference, Washington D.C. June 5.

- 2015 *Between Past and Presence: Settler Masculine Imaginings and Settler-Indigenous Encounters in Detroit, 1871-1922*. Chair: Jean M. O'Brien. American Historical Association Annual Conference, New York City. January 4.
- 2014 *Reclaiming Waawayeyaattanong, or Indigenous Detroit: Reinserting Indigenous Peoples back into Modern Detroit (and Midwestern) History*. The Humanities Center 2014 Fall Symposium, Theme: re: The City. Detroit, MI; October 31.
- 2014 Organized session and chair. *Reimagining Education as a Cultural Rhetoric: A Roundtable Conversation on Workshops as a Critical Tool for Teacher-Learning*. Cultural Rhetorics Conference. East Lansing, MI (with Eduardo Coronel & Gabriel Rodriguez). November 1.
- 2014 *Indigenous Hip Hop as an Embrace of Indigenous Modernity: Indigenous Rappers Constructing Cultural Rhetorics through Masculinity*. Cultural Rhetorics Conference. East Lansing, MI. November 1.
- 2014 *Indigenous Women's Activism in the Motor City: Indigenous Women (Re)mapping—through Indigenous Feminism in Post-Rebellion Detroit*. Urban History Association Bi-Annual Conference, Philadelphia, PA, October 10.
- 2014 *Indigenous Herstories in the Motor City: Toward Urban Indigenous Feminism in Postwar Detroit*. Native American and Indigenous Studies Association Conference, Austin, Texas, May 29.
- 2014 *Pushing the Boundaries of Blackness and Indigeneity: Medicine Bear American Indian Academy*. Organization of American Historians Annual Conference, Atlanta, Georgia, April 11.
- 2014 *Performing Settler Colonialism, Constructing Race: African Americans, Native Americans, and White People at Detroit's 1901 Bicentennial*. Newberry Library Urban History Dissertation Group, Chicago, Illinois, February 8.
- 2013 *Blackness, Indigeneity, and Hip Hop: Toward Indigenous Masculinities*. American Anthropological Association Annual Meeting, Chicago, Illinois, November 22.
- 2013 *From Detroit's Indian Educational and Cultural Center to Medicine Bear American Indian Academy: Indigenous Education in Postwar Detroit*. History of Education Conference, Nashville, Tennessee, October 31.
- 2013 *Pontiac's Ghost in Detroit: Constructing Race and Gender through Indigenous Masculinity at the Turn of the 20<sup>th</sup> Century*. Chair: Tiya Miles. The Annual Meeting of the Society of Ethnohistory, New Orleans, Louisiana, September 14.
- 2013 *Pushing the Boundaries of Blackness: How Indigeneity Challenges Detroit's Racial History*. History Council of Black Studies Conference, Indianapolis, Indiana, March 14.
- 2012 *"The Voice of the Voiceless": Indigenous Hip Hop and Urban Youth Culture*. Native American and Indigenous Studies Conference, Uncasville, Connecticut, June 5.

- 2012 *Beyond the Rez: Toward Indigenous Hip-hop Literacies*. Hip-hop Literacies Conference: The Globalization of Black Popular Culture. Ohio State University, May 10.
- 2011 “*We Jus D town Reppin’*”: *Black Males and Critical Sports Literacies*. (E)Racing the Past, Righting the Future: Examining the Intersections of Race and Gender in New English Education. National Council for Teachers of English Convention. Chair: David E. Kirkland, (with Austin Jackson and AJ Rice), November 18.
- 2011 *Black, Red, and Radicalism: African American and Native American Activism in the Bay Area*. Western Historical Association Conference. Oakland, California, October 13.
- 2011 Organized session. *Black and Red Progressives: African Americans and Native American Responses to White Supremacy 1911*. Chair: Frederick E. Hoxie. Native American and Indigenous Studies Association Conference, May 20.

## CURRENT GRADUATE STUDENTS

### Currently on Thesis Committee

### Graduated

Marcus (Wiyaka) Bear Eagle, Masters student, American Indian Studies, UCLA  
 Kylie Gemmell, American Indian Studies, UCLA  
 Shalene Joseph, Masters student, American Indian Studies, UCLA  
 Kristen Martinez, Masters Student, American Indian Studies, UCLA  
 AnMarie Mendoza, Masters Student, American Indian Studies, UCLA (chair)  
 Denise Morales, Masters Student, American Indian Studies, UCLA  
 Mari Nobre, Masters Student, African American Studies, UCLA  
 David Streamer, Masters student, American Indian Studies, UCLA

## PUBLIC WRITING

- 2017 “I ghost dance over drums/my music speaks to the young”: Thoughts on Settler Colonialism, Contemporary Politics & Culture, & the Rise of the Indigenous Hip Hop Millennials.”  
<https://artsinachangingamerica.org/ghost-dance-drumsmy-music-speaks-young-kyle-t-mays/>.
- 2017 Indigenous Genocide and Black Liberation: A Short Critique of “I Am Not Your Negro”--with Love. <https://indiancountrymedianetwork.com/news/opinions/indigenous-genocide-black-liberation-short-critique-not-negro-love/>.
- 2016 The Souls of White-Indians: A Letter to My White Indian Friend.  
<http://www.nativeninetypercent.com/kyle-t-mays.html>.
- 2015 Can We Live—And Be Modern?: Decolonization, Indigenous Modernity, and Hip Hop.  
<https://decolonization.wordpress.com/2015/03/12/can-we-live-and-be-modern-decolonization-indigenous-modernity-and-hip-hop/>.



- 2014 How Obama's 'Acting White' Blunder Erased Indigenous Concerns. *Indian Country Today Media Network*. Link: <http://bit.ly/1uAlwgs>.

### Workshops

- 2018 Indigenous Millennials & NdN Hip Hop Pedagogy. UCLA Teacher Education Program's Annual Ethnic Studies Speaker Series, Horace Mann Middle School, April 27.
- 2017 "Spit yo game/talk yo sh\*t!: Creating (counter) Safe Spaces in the Neoliberal University." Mount Royal University, Calgary, Alberta, February 9.
- 2016 "Smitherman/Villanueva Scholarly Writing Retreat;" participant. Stanford University, July 25-30.
- 2016 "Democratizing Knowledge Institute;" participant. Syracuse University, June 13-18.
- 2016 "Building Guerilla Intellectuals: Strategies for Cultivating Transformative Student Organizations." Michigan State University, April 22, 2016. With A.J. Rice and Ashley Newby.
- 2016 "Can Black Lives and Native Lives Matter, Equally?: The Discourses of Decolonization." University of Illinois, Urbana-Champaign, February 17.
- 2016 "Hip Hop Beats, Indigenous Rhymes: History, Hip Hop Culture, and Indigenous Peoples in the U.S." Hotchkiss School. January 30-31.
- 2015 "Hip Hop and Representation" with Lakota Hip Hop Artist Frank Waln. First Wave Program, University of Wisconsin Madison, October 24.
- 2014 *Hip Hop and the Teaching of Social Studies: A Critical Language Approach*, for instructor Jay Mann's "Introduction to Teaching in a Diverse Society—Social Studies- Curriculum and Instruction 401," University of Illinois, Urbana-Champaign; October 15.
- 2013 "I'm just tryna find common ground: Toward a Humanizing of Young Black Men." Workshop for My Brother's Keeper Mentoring Program, East Lansing, MI, Michigan State University; August 24.

### Service

- 2019-2022 Nominations Committee, Native American and Indigenous Studies Association
- 2019-present Faculty Collective, Institute on Inequality and Democracy, UCLA
- 2018-2019 Executive Committee, Department of African American Studies, UCLA
- 2019 Institute of American Cultures, American Indian Studies Center, Visiting Fellowship Award Committee
- 2019 Institute of American Cultures, American Indian Studies, IAC Grant Awards Committee



2018-2019	Mentor, RAIN (Retention of American Indian Students Now!)
2018	Mentor, Graduate Summer Research Mentorship Program, UCLA.
2018	Manuscript reviewer for the University of Minnesota Press
2018-2020	Editorial Board Member, <i>The Public Historian</i> .
2017-2020	Bunche Center for African American Studies Faculty Advisory Committee
2017-2020	American Indian Studies Center Faculty Advisory Committee
2017-2018	Native American and Indigenous Studies Association Planning Committee
2017	Ronald E. McNair proposal reviewer at UCLA.
2017-Present	Manuscript Reviewer for <i>Contemporary Literature</i> ; <i>American Studies Quarterly</i> ; <i>International Journal of Urban and Regional Research</i>
2017	Manuscript reviewer for the University of Manitoba Press
2013-2015	Founding Managing Editor, <i>Native American and Indigenous Studies Journal</i> (co-editors Jean O'Brien and Robert Warrior); <b>won Best New Journal Award of the Council of Editors of Learned Journals.</b>
2015	Reviewer for special issue on "Race, Rhetoric, and the State," in <i>Present Tense: A Journal of Rhetoric in Society</i> (vol. 5, no. 2)
2015	Reviewer for special issue on "cultural rhetorics" in <i>Enculturation: A Journal of Rhetoric, Writing, and Culture</i>
2011-2013	Native American House Advisory Committee, University of Illinois, Urbana-Champaign
2011-2013	Diversity Committee, Department of History, University of Illinois, Urbana-Champaign
2011-2012	The Subcommittee on Graduate Student Conduct, University of Illinois, Urbana-Champaign
2009	Graduate Mentor, McNair Scholars Program, Michigan State University
2009-2010	Coordinator, My Brother's Keeper Mentoring Program for African American Males, Michigan State University

### Professional Affiliations and Interests:

American Studies Association  
 Organization of American Historians  
 American Historical Association  
 Native American and Indigenous Studies Association  
 American Society for Ethnohistory

**REFERENCES:**

Dr. Frederick E. Hoxie (emeritus)  
Department of History  
University of Illinois, Urbana-Champaign  
(217) 333-8660  
[hoxie@illinois.edu](mailto:hoxie@illinois.edu)

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## *Curriculum Vita – 2020*

### **TERESA L. McCARTY**

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### **Education**

- 1984 Ph.D., Social-Cultural Anthropology, Arizona State University  
Dissertation: *Bilingual-Bicultural Education in a Navajo Community*  
1977 M.A., Social-Cultural Anthropology, Arizona State University  
1975 B.A., Anthropology (Special Education/Child Development minor), Ohio State University

### **Employment**

- 2013 – George F. Kneller Chair in Education and Anthropology and Faculty, American Indian Studies, University of California, Los Angeles; Alice Wiley Snell Professor Emerita of Education Policy Studies, Arizona State University<sup>1</sup>
- 2004-2012 Alice Wiley Snell Professor of Education Policy Studies and Professor of Applied Linguistics; co-director, Center for Indian Education (2009-2012); Affiliate Faculty in American Indian Studies, Mary Lou Fulton Teachers College, and Learning Sciences Institute; Arizona State University
- 1989-2004 Assistant, Associate, Full Professor of Language, Reading and Culture, College of Education, University of Arizona; Interim Dean, College of Education (2002-2003); Department Head, Language, Reading and Culture (1999-2002); Codirector, American Indian Language Development Institute (AILDI), University of Arizona (1989-2004)
- 1986-1989 Education Program Specialist, Arizona Department of Education, Indian Education Unit, Phoenix
- 1983-1986 Regional Coordinator, National Indian Bilingual Center, Arizona State University, Tempe
- 1980-1983 Curriculum Specialist and Coordinator, Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock, Navajo Nation, AZ
- 1977-1979 Educational Liaison, Youth Counselor/Summer Program Teacher (grades 4-6), Fort McDowell Yavapai-Apache Nation, Scottsdale, AZ

<sup>1</sup> Courses taught/developed at UCLA, Arizona State University, and University of Arizona: *Academic Writing and Publishing; Advanced Qualitative Analysis and Interpretation; American Indian Languages, Cultures, and Schooling; Anthropology and Education; Anthropological Perspectives on Bilingual/Multicultural Education; Bilingual Curriculum Development; Ethnography and Education Policy; Ethnography and Language Policy; Foundations of Bilingual Education; Field Research; Indigenous Education; International Perspectives on Indigenous Language Planning and Policy; Introduction to Qualitative Research/Introduction to Qualitative Methods and Design Issues in Educational Research; Language and Culture in Education; Methods and Materials in Bilingual Education; Multicultural Education and Social Justice; Participant Observation and Field Methods; Practicum in Bilingual Education; Qualitative Data Reduction and Analysis; Teacher Research.*

## Selected Honors and Awards

2019	Elected to the National Academy of Education
2019	Outstanding Book Award Finalist, Council on Anthropology and Education, American Anthropological Association, for <i>The Anthropology of Education Policy—Ethnographic Inquiries into Policy as Sociocultural Process</i> (with A.E. Castagno, Routledge, 2018)
2016	Distinguished Teaching Award, University of California, Los Angeles, Department of Education
2015	American Educational Research Association 12 <sup>th</sup> Annual <i>Brown</i> Lecturer in Educational Research, for “producing significant research related to equality in education”
2011-2012	National Endowment for the Humanities Resident Scholar, School for Advanced Research, Santa Fe, NM
2011–	Fellow, International Centre for Language Revitalisation, Auckland University of Technology, Auckland, NZ
2010	George and Louise Spindler Award, for “distinguished, exemplary, and inspirational contributions to educational anthropology.” Council on Anthropology and Education, American Anthropological Association
2009–	Fellow, American Educational Research Association
2008-2009	President, Council on Anthropology and Education, American Anthropological Association
2007	Outstanding Book Award, American Educational Research Association Division B (Curriculum Studies), for <i>“To Remain an Indian”: Lessons in Democracy from a Century of Native American Education</i> (with K.T. Lomawaima; Teachers College Press, 2006)
2003–	Fellow, Society for Applied Anthropology
2002	Outstanding Faculty Research Award, University of Arizona, College of Education
1998	Outstanding Graduate Mentor Award, University of Arizona, College of Education
1993-1997	Fellow, W.K. Kellogg Foundation National Leadership Program
1992	Arizona Minority Education Access and Achievement Cooperative (AMEAAC) Medallion Award

## Publications

### *Scholarly Books and Edited Volumes/Special Issue Journals*

2020	Ali, Arshad I., & McCarty, T.L. (Eds.). <i>Critical Youth Research—Methodologies of Praxis and Care</i> . New York, NY: Routledge.
2019	McCarty, T.L., Nicholas, S.E., & Wigglesworth, G. (Eds.). <i>A World of Indigenous Languages—Politics, Pedagogies, and Prospects for Language Reclamation</i> . Bristol, UK: Multilingual Matters.
2019	Tom, M., Sumida Huaman, E., & McCarty, T.L. (Guest Eds.). <i>Indigenous Knowledges and Learning: Vital Contributions Towards Sustainability</i> . Special Issue, <i>International Review of Education</i> , 65(1), 1-184.

- 2018 Castagno, A.E., & McCarty, T.L. (Eds.). *The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Social Practice*. New York, NY: Routledge.
- 2018 Grande, S., & McCarty, T.L. (Guest Eds.). *Indigenous Elsewheres: Refusal and Re-membling in Education Research, Policy, and Praxis*. Special Issue, *International Journal of Qualitative Studies in Education*, 31(3), entire.
- 2017 McCarty, T.L., & May, S. (Eds.). *Language Policy and Political Issues in Education* (Encyclopedia of Language and Education Vol. 1, 3<sup>rd</sup> ed.). Cham, Switzerland: Springer International.
- 2017 McCarty, T.L., & O'Neil, H.F., Jr. (Eds.), with N. Mancevice, S. Lemire, S. Faircloth, & L. Parker. *Education Research for the Next 100 Years—A Renewed Vision of Interdisciplinarity for the New AERJ*. Special AERA Centennial Issue, *American Educational Research Journal*. Washington, DC: American Educational Research Association.
- 2016 Coronel-Molina, S.M., & McCarty, T.L. (Eds.). *Indigenous Language Revitalization in the Americas*. New York, NY: Routledge.
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*Invited Scholarly Essays, Commentaries, and Book Introductions*

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- 2018 McCarty, T.L. Comparing "new speakerhood": Context, positionality, and power in the new sociolinguistic order. In B. O'Rourke & J. Walsh (Guest Eds.), *New Speakers of Minority Languages: Connectivity and Trajectories across Time and Space*. Special Issue, *Journal of Multilingual and Multicultural Development*, 39(5), 470-474.
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- 2014 McCarty, T.L. Native American languages: Introduction. In T.G. Wiley, J. Peyton, D. Christian, S.C. Moore, & N. Liu (Eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (pp. 189-191). New York, NY: Routledge.
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- 1999            McCarty, T.L., & Watahomigie, L.J. Reclaiming indigenous languages. *Common Ground*, Fall, 33-39, 42.
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- 1999            McCarty, T.L., & Nicholas, S. 'What if the children forget the language?' Language planning issues and cases in American Indian communities. *Red Ink*, 7, 2, 25-29.
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- 1994            McCarty, T.L. Teacher thinking, multiculturalism, and the politics of change. *The Review of Education/Pedagogy/Cultural Studies*, 20, 3, 241-254.

### *Commissioned Research Reports and Policy Briefs*

- 2014            McCarty, T.L., Emihovich, C., Hamann, E., Hoerig, K., Homa, D., Lewine, M., Schensul, J.J., & Villenas, S. *Anthropology Education: An Investigation into the Teaching of Anthropology in Schools of Education and in K-12, Community College, and Museum Settings*. Final Report of the Anthropology Education Task Force submitted to the American Anthropological Association, Washington, DC (May).
- 2013            McCarty T.L., Brayboy, B. M. J., Datnow, A., & Hamann, E. *The Anthropology of Educational Persistence – What Can We Learn from Anthropology to Improve Educational Opportunities and Outcomes for Underserved Students?* Final Report of the Anthropology of Educational Persistence Thought Collective submitted to the Education Credit Management Corporation (ECMC) Foundation Board of Directors, Chicago, IL (December).
- 2011            McCarty, T. L., with Brayboy, B. M. J. *Promising Practices and Partnerships in Indian Education: Native Language and Culture Report*. Policy paper prepared for the U.S. Office of Indian Education Programs, Washington, DC. Spokane, WA: Kauffman and Associates, Inc.
- 2009            McCarty, T. L. The role of Native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement. Policy paper prepared for the U.S. Department of Education Office of Indian Education Programs, Washington, DC. Spokane, WA: Kauffman and Associates, Inc.



- 2008 The impact of high-stakes accountability policies on Native American learners: Evidence from Research. Queensland, AU: Queensland University of Technology, Indigenous Leadership Institute. (Available online at [www.strongersmarter.qut.edu.au/docs/papers/Article\\_McCarty.pdf](http://www.strongersmarter.qut.edu.au/docs/papers/Article_McCarty.pdf))
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*Selected Editorial Essays* (last 10 years)

- 2018 Grande, S., & McCarty, T.L. Indigenous elsewhere: Refusal and Re-membering in education research, policy, and praxis. *International Journal of Qualitative Studies in Education*, 147(3), 165-167.
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- 2014 Brayboy, B.M.J., & McCarty, T.L. Editors' introduction: Critical Indigenous research methodologies and the power of Native communities. *Journal of American Indian Education*, 53(1), 1-2.
- 2014 Lomawaima, K.T., & McCarty, T.L. Examining and applying safety zone theory: Current policies, practices, and experiences. *Journal of American Indian Education*, 53(3), 1-9.
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- 2014 McCarty, T.L., with S. Faircloth, G.V. Glass, J. Ladwig, S.J. Lee, S. McNaughton, L. Parker, & S. Villenas. As we embark on a new editorship: A statement from the AERJ-SIA editors. *American Educational Research Journal*, 51(1), 4-6.
- 2013 Brayboy, B.M.J., & McCarty, T.L. Schools and Indigenous knowledge systems. *Journal of American Indian Education*, 52(3), 1-2.
- 2013 Brayboy, B.M.J., & McCarty, T.L. Editors' introduction: The quest for education parity and culturally responsive schooling. *Journal of American Indian Education*, 52(2), 1-2.
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- 2012            Brayboy, B. M. J., McCarty, T. L., & Warhol, L. Editors' introduction: Unveiling the masks we live by – And engaging the “imperative of hope.” *Journal of American Indian Education*, 51(2), 1-2.
- 2012            Brayboy, B. M. J., McCarty, T. L., & Warhol, L. Editors' introduction: Toward new horizons. *Journal of American Indian Education*, 31(1), 1-2.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: Looking forward from a “golden anniversary” year. *Journal of American Indian Education*, 50(3), 1-2.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: The next 50 years for ASU's Center for Indian Education – Revisiting history and engaging the future. *Journal of American Indian Education*, 50(2), 1-12.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: A tribute to William G. Demmert, Jr. *Journal of American Indian Education*, 50(1), 1.
- 2010            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: JAIE and CIE – A renewed vision for the next 50 years. *Journal of American Indian Education*, 49(1 & 2), 1-5.

#### *Book Reviews* (available on request)

#### *Work in Progress*

- Under revision    McCarty, T.L., & Lagunas, R. Indigenous language education. *Oxford Bibliographies in Education*. New York, NY: Oxford University Press.
- In preparation    Erickson, F., & McCarty, T.L. Anthropology of education. In preparation for *Oxford Bibliographies*. Oxford, UK: Oxford University Press.
- In preparation    McCarty, T.L. Critical ethnographic monitoring and chronic raciolinguistic panic—Problems, necessities, possibilities, and dreams. In preparation for S. May & B. Caldas (Eds.), *Critical Ethnography, Bi/Multilingualism, Race(ism) and Education*. Bristol, UK: Multilingual Matters.
- In preparation    McCarty, T.L. “You will know our priorities by what we do”: Indigenous-language immersion as an expression of sovereignty and self-determination. In preparation for P. Phyak & P. De Costa (Guest Eds.), *Indigenous Language Education within a Neoliberal Regime: Identities, Ideologies and Activism*. Special Issue, *Journal of Language, Identity, and Education*.
- In preparation    McCarty, T.L., & Halle-Erby, K.M. Ethnographic monitoring and language policy evaluation. In preparation for M. Gazzola, F. Grin, L. Cardinal, & K. Heugh (Eds.), *The Routledge Handbook of Language Planning and Policy*. New York and London: Routledge.

## Recent Scholarly Presentations (last 10 years)

### Recent Conferences<sup>2</sup>

- 2019 *Finding the Practice in Education Policy—A Disciplinary Genealogy of Anthropological Inventions, Interventions, and Potentials* (with A.E. Castagno). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Toronto, ON (April 8).
- 2018 *Hear Our Languages, Hear Our Voices: Storywork as Theory and Praxis in indigenous Language Reclamation* (with S.E. Nicholas). Invited presentation, Sociolinguistics Symposium 22, University of Auckland, Auckland, NZ (June 28).
- 2017 *Beyond Endangerment—The Holistic Benefits of Indigenous Language Revitalization. Keynote Address*, First International Conference on Revitalization of Indigenous and Minoritized Languages. Barcelona and Vic, Spain (April 21).
- 2017 *On the “Importance of Linguistic Rights for Speakers of Lesser Used Languages”—Perspectives from Indigenous Language Education*. Invited presentation, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).
- 2016 *Multimodal Literacies and Monolingual Policies—Lessons by and for “We Who Imagine Multilingual Schools.” Keynote Address*, Annual Ethnography Forum, University of Pennsylvania, Philadelphia, PA (Feb. 26).
- 2016 *“To Remain an Indian”—21<sup>st</sup> Century Indigenous Futures in Education* (with K.T. Lomawaima). **Invited lecture**, Indigenous Book and Authors Festival, University of New Mexico, Albuquerque, NM (March 4).
- 2016 *Macro-level Labels and Micro-level Effects: Undoing Discourses of “Dysfluency” in Indigenous Language Education*. Refereed paper presentation, Annual Meeting of the American Educational Research Association, Washington, DC (April 11).
- 2016 *Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts. Keynote Address*, Sixth International Conference on Immersion and Dual Language Education, University of Minnesota, Minneapolis, MN (October 21).
- 2016 *Indigenous Language Revitalization and the Home-School-Community Connection—Research and Praxis Across Contexts. Keynote Address*, 10<sup>th</sup> Annual Arizona Linguistics Circle, University of Arizona, Tucson, AZ (Dec. 3).
- 2015 *Language Revitalization from the Inside Out – Families, Communities, and Schools “All Together.” Keynote Address*, 22<sup>nd</sup> Annual Stabilizing Indigenous Languages Symposium, Wind River Reservation, Riverton, WY (June).
- 2015 *Locating “Heritage” in Indigenous Heritage Language Education and Advancing Reclamation and Justice* (with S.E. Nicholas). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Chicago, IL (April).
- 2015 *How the Logic of Gap Discourse Perpetuates Education Inequality: A View from the Anthropology of Language Policy*. Refereed paper presentation, Annual Meeting of the American Anthropological Association, Denver, CO (Nov.).

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<sup>2</sup> Discussant commentaries not included.

- 2014 *Public Policy Forum on Indigenous Educational Policy in the U.S.* Invited panelist, Annual Meeting of the American Anthropological Association, Washington, DC (December).
- 2014 *Language Sequestration and Public Education—A View from the Ethnography of Language Policy.* Refereed paper presentation, International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Culturally Sustaining and Revitalizing Pedagogy—New Pathways for Native American Student Achievement. Keynote Address*, Fifth American Indian/Indigenous Teacher Education Conference, Northern Arizona University, Flagstaff, AZ (July).
- 2014 *50(0) Years Out and Counting: Decolonizing Language Education in 21<sup>st</sup> Century Native America* (with S.E. Nicholas & L.T. Wyman). Invited paper presentation, Annual Meeting of the American Educational Research Association, Philadelphia, PA (April).
- 2014 *Academic Journals and the Work of Editorial Boards – An Invitation to Dialogue. Keynote Address*, Third Puerto Rican Conference on Academic Journals, University of Puerto Rico, San Juan, PR (March).
- 2013 *Making Our Literacy Research Matter – Lessons from Work with Indigenous Youth. Keynote Address*, Annual Language Research Association Conference, Dallas, TX (December).
- 2013 *Sequestered Languages in Public Education – A View from the New Language Policy Studies.* Refereed paper presentation, Annual Meeting of the American Anthropological Association, Chicago, IL (November).
- 2013 *English, the Other Mother Tongue – Complicating Inner/Outer Circle Language Ideologies and Practices in Indigenous America. Plenary Address*, International Association for World Englishes Conferences, Tempe, AZ (November).
- 2013 *Rethinking “Majority” and “Minority” from a Language Policy Perspective. Plenary panel presentation*, XIII Simposio Interamericano de Investigación Etnografía en Educación/Inter-American Symposium on Ethnographic Research in Education XIII (September).
- 2013 *Language Rights in Indigenous America: Perspectives from the New Language Policy Studies.* Refereed paper presentation, 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2013 *Rethinking Discourses of Dis-ability in Indigenous Language Planning and Policy.* Refereed paper presentation, Annual Meeting of the American Association for Applied Linguistics, Dallas, TX (March).
- 2012 *From a Way of Seeing To a Way of Being in the World: Wolcottian Ethnography and Anthropological Activism.* Refereed paper presentation, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Working the Sociolinguistic Borderlands: Space, Time, and Place in Native American Language Planning and Policy.* Refereed paper presentation, Sociolinguistics Symposium 19, Berlin, Germany (August).
- 2011 *“Freedom to Have One’s Voice Heard and to Develop a Voice Worth Hearing”: Tracing Hymes in the New Language Policy Studies.* Invited paper presentation, Annual Meeting of the American Anthropological Association, Montréal (November).

- 2011 *Education through Language and Culture Works! Evidence from Research on Promising Practices. Keynote Address*, Northwest Regional Bilingual Institute Annual Conference, New Mexico Association for Bilingual Education, Gallup, NM (October).
- 2011 *Language Revitalization Works: Local Practice and National Language Policy. Plenary Address*, Administration for Native Americans Language Symposium, Minneapolis, MN (September).
- 2011 *Re-emplacing Place in the “Global Here and Now” – Critical Ethnographic Case Studies of Native American Language Planning and Policy* (with Sheilah E. Nicholas and Leisy T. Wyman). Refereed paper presentation, Annual Meeting of the American Association of Applied Linguistics, Chicago (March).
- 2011 *Native Languages and Cultures in Schooling – The Real “Gap” in Achievement Disparities – and What Can Be Done About It*. Invited paper presentation, Annual Meeting of the Society for Applied Anthropology, Seattle WA (April).
- 2010 *Enduring Inequities, Imagined Futures – Circulating policy Discourses and Dilemmas in the Anthropology of Education*. Council on Anthropology and Education **Presidential Address**, Annual Meeting of the American Anthropological Association, New Orleans (November).
- 2010 *Left Behind and Losing Ground: Racializing Language Policies and Local Education Action – Case Examples from Native America* (with Sheilah E. Nicholas). Refereed paper presentation, Annual Meeting of the American Anthropological Association, New Orleans (November).
- 2010 *Promising Practices on the Role of Native Language and Culture in the Academic Achievement of American Indian/Alaska Native Students. Keynote Address*, National Indian School Board Association and Association of Community Tribal Schools, Fort McDowell Yavapai-Apache Nation, AZ (July).
- 2010 *Contextualizing Context in the Anthropology of Education*. Invited Presidential presentation, American Educational Research Association Annual Meeting, Denver, CO (May).
- 2010 *The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minoritized Schooling*. Invited paper presentation, Annual Meeting of the American Educational Research Association, Denver, CO (May).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Language and Literacy Research*. Invited Vice Presidential presentation, Annual Meeting of the American Educational Research Association, Denver, CO (May).
- 2010 *The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minority Schooling*. Refereed paper presentation, Annual Meeting of the American Association of Applied Linguistics, Atlanta, GA (March).
- 2010 *Indigenous Languages Alive and Well in Schools? Evidence from Research and Praxis*. Invited paper presentation, American Educational Research Association Social Justice Action Committee, Indigenous Education Symposium, Tempe, AZ (February).

*Recent Invited Public Lectures, Symposia, Institute and Panel Presentations*

- 2019 *Indigenous-Language Immersion and Culturally Sustaining/Revitalizing Pedagogy* (with T.S. Lee). Invited presentation, Culturally Sustaining Pedagogy Retreat, Santa Monica, CA (June 11).
- 2017 *Beyond Endangerment—Indigenous Language Reclamation, Self-Determination, and Well-Being*. Invited Lecture, University of California, Santa Barbara, Linguistics Department Colloquium Series (October 19).
- 2017 *Culturally Sustaining/Revitalizing Pedagogy and Academic Well-Being—Lessons from Indigenous Education*. Invited Lecture, University of Maryland Multilingual Research Center Colloquium Series, College Park, MD (December 1).
- 2016 *Multilingual Practices and Monolingual Education Policies—A Perspective from Educational Anthropology*. Invited public lecture, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ (Jan. 28).
- 2016 *Writing for Peer Review Journals—Reflections of an Accidental Editor*. Invited plenary presentation, American Indian Higher Education Consortium (AIHEC) Native American Research Centers in Health (NARCH) Institute, Stone Child Tribal College, Box Elder, MT (May 27).
- 2015 *So That Any Child May Succeed—Indigenous Pathways Toward Justice and the Promise of Brown*. **American Educational Research Association 12<sup>th</sup> Annual Brown Lecture in Educational Research**, Ronald Reagan Building and International Trade Center, Washington, DC (October 22).
- 2015 *Language Policy for Families – Lessons from Work with Indigenous Families, Communities, and Youth*. Invited Public Lecture, Humboldt State University, Arcata, CA (February).
- 2015 *Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Educational Sovereignty* (with T.S. Lee). Invited paper presentation, Culturally Sustaining Pedagogy Retreat, Half Moon Bay, CA (May 2).
- 2013 *Making Educational Ethnography Matter – Lessons from Work with Indigenous Youth*. Invited Public Lecture, Royal Anthropological Institute, London (February).
- 2012 *Genealogies of Language Loss and Recovery – Language in the Lives of Indigenous Youth*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM.
- 2012 *Language and Linguaging in the Lives of Indigenous Youth*. Invited Public Lecture, University of New Mexico Native American Studies Program and College of Education, Albuquerque, NM (April).
- 2011 *Indigenous Youth and Language Survival*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM (October).
- 2011 *Ethnography and Language Policy: The Challenges of Sustainable Diversity in Homogenizing Times*. Invited roundtable participant, Slovene Committee of UNESCO and Abakan Action, University of Ljubljana, Slovenia (October).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Language Policy Research and Praxis*. Invited Public Lecture, Department of Linguistics, University of California-Davis (May).



- 2010 *Language Pedagogy and Politics in Indigenous America – Miner’s Canary or Mariner’s Tern?* Invited Public Lecture, Literacy Studies @ OSU Spring Lecture, Ohio State University, Columbus (May).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Applied Linguistics Research and Praxis.* Invited Public Lecture, Graduate School of Education, Applied Linguistics Lecture Series, University of California-Santa Barbara.

### *Recent Symposia, Conferences, and Scholarly Panels Organized*

- 2018 *Native American and Indigenous Studies Association (NAISA) Indigenous Education Preconference.* Preconference co-organizer and co-chair (with T. Ambo and A. Marin), University of California, Los Angeles (May 16).
- 2018 *Reclaiming Indigenous Languages—New Research and Praxis from the “Ground Up”* (with S.E. Nicholas). Invited session co-organizer and co-chair (with S.E. Nicholas), Sociolinguistics Symposium 22, University of Auckland, Auckland, NZ (June 28).
- 2017 *Sustaining Global Multilingualism: Transnational Perspectives on the Contributions of Dónall Ó Riagáin to Linguistic Diversity and Rights.* Invited session organizer and chair, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).
- 2017 *Indigenous Feminisms, Refusal, and the Politics of Caring.* Refereed session co-organizer and chair, Native American and Indigenous Studies Association (NAISA) Annual Meeting, Vancouver, BC (June 22).
- 2015 *Indigenous Culturally Sustaining/Revitalizing Pedagogy—Humanizing, Decolonizing, and Carrying the Agenda Forward.* Invited session co-organizer and co-chair (with S.E. Nicholas), Language Education and Diversity Conference, Auckland, NZ (Nov. 24).
- 2014 *A World of Indigenous Languages: Rights, Access, and Education.* Invited plenary session co-organizer and co-chair (with G. Wigglesworth), International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Language and Local and Global Indigeneities.* Invited plenary session speaker, co-organizer and co-chair (with V-P Lehtola), Sociolinguistics Symposium 20, Jyväskylä, Finland (June).
- 2013 *Language Policy for Indigenous, Immigrant, and Ethnic Minority Languages: New Directions and Enduring Dilemmas in Linguistic Diversity and Rights.* Refereed session co-organizer and co-chair (with T. Borgoiaakova), 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2012 *Transcending Borders in Anthropology and Education – The Interdisciplinary Contributions of Harry F. Wolcott.* Refereed session co-organizer and co-chair (with S. Bialostok). Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Open Forum on Anthropology Education.* Session organizer and chair, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2011 *Dell Hymes and the New Language Policy Studies: Legacies and Reimaginings of Linguistic (In)equality in Education.* Invited session co-organizer and co-chair (with J. Collins & R.K. Hopson), Annual Meeting of the American Anthropological Association, Montréal, Québec (November).

- 2011 *Legacies of Educational Anthropology: CAE Presidential Fellows and Mentors Look Forward.* Council on Anthropology Open Forum session co-organizer and co-chair (with K. T. Lomawaima), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Anthropology Education in the U.S. and U.K.* Open Forum session co-organizer and co-chair (with B.V. Street), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Globalization from the Bottom Up: Indigenous Language Planning and Policy in Globalizing Spaces and Places.* Session co-organizer and co-chair (with N. H. Hornberger). Annual Meeting of the American Association of Applied Linguistics, Chicago (March).
- 2010 *Circulating Discourses, Disciplines, and Dilemmas in Education Policy Research and Praxis – Anthropology “of” and “in” Policy.* Session co-organizer and co-chair (with G. Tanaka). Annual Meeting of the American Anthropological Association, New Orleans (November).

### **Doctoral Mentoring – Dissertations Completed (Chair/Co-chair [49])**

- 2020 Michael Wade Moses II, *“It’s So Gross, But Familiar”: A Campus’ Racial Past, Present, and Undergraduate Experiences with On-Campus and Online Racism* (UCLA, Department of Education; co-chair with Douglas Kellner; defended March 2020).
- 2020 Lu (Priscilla) Lu, *Bridging the Familial and the Global: An Ethnographic Study of Family Language Policy in Beijing, China* (UCLA, Department of Education; defended June 2019).
- 2019 Raja Bhattar, *“We Exist!” Sense of Belonging for Indian International LGBTQ Students in U.S. Higher Education* (UCLA, Department of Education; co-chair with Cecilia Rios-Aguilar).
- 2019 Anna Ice, *Raising Bilingual and Biliterate Children in a Monolingual Context: The impact of Family and Supplementary Education Language Policies* (UCLA, Department of Slavic, East European and Eurasian Languages and Cultures; co-chair with Ronald W. Vroon).
- 2018 Andrea Suh Chung, *Working Migrant Children in Mexico’s Agroindustry: Social Reproduction, Exploitation, and Education* (UCLA, Department of Education; co-chair with Edith Mukudi Omwami).
- 2016 Joy Anderson, *A Life Story of Ethnic Studies through the Eyes of Scholars in the Field* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Rosalva Lagunas, *Intergenerational Language Ideologies, Practices, and Management: An Ethnographic Study in a Nahuatl Community* (Arizona State University, Learning, Literacies, and Technologies; co-chair with Mary Eunice Romero-Little).
- 2016 Kathleen M. Corley, *Voices of Refugee Youth in a Restrictive Educational Language Policy Context in Arizona: Narratives of Language, Identity and Belonging* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Ran Chen, *Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners* (Arizona State University, Educational Policy and Evaluation).



- 2015 Lusia Marliana Nurani, *Changing Language Loyalty and Identity: An Ethnographic Inquiry of Societal Transformation among the Javanese People in Yogyakarta, Indonesia* (Arizona State University, Applied Linguistics; co-chair with Mary Eunice Romero-Little).
- 2015 Erin Nolan, *A Phenomenological, Qualitative Study of Place for Place-Based Education: Toward a Place-Responsive Pedagogy* (Arizona State University, Educational Policy and Evaluation).
- 2014 Cynthia Benally, *Native American History Instruction in an Urban Context: An Exploration of Policy, Practice, and Native American Experience* (Arizona State University, Educational Administration; co-chair with Bryan McKinley Jones Brayboy).
- 2014 Man-Chiu Lin, *Practicing Community-based Truku (Indigenous) Language Policy: Dialogues and Hope at the Intersection of Language Revitalization, Identity Development, and Community Rebuilding* (Arizona State University, Applied Linguistics).
- 2013 Donna Bullock, *Assessing Teachers: A Mixed-method Case Study of Comprehensive Teacher Evaluation* (Arizona State University, Education Administration).
- 2013 Rhiannon L. Gishey, *A Qualitative Study of Urban Elementary School Teachers' Perceptions of Accountability in Their Practice* (Arizona State University, Education Administration).
- 2013 Michelle Lamp, *An Ethnographic Case Study of a School's Engagement in a School-wide Reform Initiative* (Arizona State University, Education Administration).
- 2013 Sheau-yann Liang, *Interpreting Critical Literacy in a Natural History Museum* (Arizona State University, Curriculum and Instruction).
- 2012 Antonia Franco, *The Journey of an Urban High School District Implementing a College Readiness Initiative* (Arizona State University, Education Administration).
- 2011 Joseph Axel, *Language in Filipino America* (Arizona State University, Educational Leadership and Policy Studies).
- 2011 Tina Craig, *Factors that Influence Teacher Expectations of Hispanic, African American and Low-Income Students* (Arizona State University, Education Administration).
- 2011 Sara S. Crawford, *The Impact of Local Wellness Policies on School Meals and Wellness in Public Schools* (Arizona State University, Education Administration; co-chair with A. Molnar).
- 2011 Danielle Lansing, *Landscapes of School Choice, Past and Present: A Qualitative Study of Navajo Parent School Placement Decisions.* (Arizona State University, Education Administration).
- 2011 Theresa Ratti, *I Have To Go On: The Effect of a Mother's Death on Her Daughter's Education* (Arizona State University, Education Administration).
- 2011 Susanna M. Steeg, *Teacher Learning within Literacy Instruction: Reflective and Refractive Considerations on Community, Interpersonal, and Individual Planes* (Arizona State University, Curriculum and Instruction, Language and Literacy Studies).

- 2010 Rucheeta Kulkarni, *The Costs of Caring: What Motivated Low-Income Youth of Color Gain and Give Up in Pursuit of School Success* (Arizona State University, Division of Advanced Studies in Education Policy, Leadership, and Curriculum).<sup>3</sup>
- 2009 Kishan Lara, *Conceptions of Giftedness on the Hoopa Valley Indian Reservation* (Arizona State University, Division of Curriculum and Instruction; co-chair with K. Manuelito).
- 2009 Larisa Warhol, *Native American Language Education as Policy-in-Practice: An Interpretive Policy Analysis of the Native American Languages Act of 1990/1992* (Arizona State University, Division of Educational Leadership and Policy Studies).
- 2008 Sheilah E. Nicholas, *Becoming “Fully” Hopi: The Role of the Hopi Language in the contemporary Lives of Hopi Youth – A Hopi Case Study of Language Shift and Vitality* (University of Arizona, American Indian Studies Program; co-chair with E. Sekaquaptewa).<sup>4</sup>
- 2007 Christopher Macaluso, *Too Big, Too Small, Just Right: The Impact of School District Size on a Principal’s Ability to Exercise Leadership – A Study of the Extremes* (Arizona State University, Education Administration).
- 2006 Hien Ta, *Reading the Word and the World: A Critical Literary and Autoethnographic Study of Educational Renovation in Vietnam* (University of Arizona, Department of Language, Reading and Culture).
- 2005 Takaharu Saito, *Exploring Nonnative-English-Speaking Teachers’ Experiences in Teaching English at a U.S. University* (University of Arizona, Department of Language, Reading and Culture)
- 2004 Terese Rand Bridges, *Language and Literacy Ideologies of Bilingual Preservice Teachers* (University of Arizona, Department of Language, Reading and Culture).
- 2004 María López, *Stories from the Heart: Youth Narratives on Alternative School Experiences* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Char Ullman, *English Matters? Undocumented Mexican Transmigration and the Negotiation of Language and Identities in a Globalizing Economy* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Robert Whitman, *Literacy, New Capitalism, and the New Work Orders: Case Studies from School-to-Work Education* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Lorrie Wright, *A Case Study of Speech/Language Therapists Who Advocate for Native American Dialect Speakers* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Christine Cain, *Literacy, Politics and Power in California Classrooms* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Yuriko Wellington, *How Multicultural Are We? A Case Study of Curriculum Reform in Higher Education* (University of Arizona, Department of Language, Reading and Culture; co-chair with K. Short).

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<sup>3</sup> Recipient of the 2010 Council on Anthropology and Education Outstanding Dissertation Award.

<sup>4</sup> Recipient of the 2009 Honorable Mention Award, Council on Anthropology and Education Outstanding Dissertation competition.

- 2001 Anita Fernández, *Autobiography and Multicultural Teacher Preparation* (University of Arizona, Department of Language, Reading and Culture).
- 2000 Lawrence Berlin, *Toward a "Working Definition" of Effective Language Instruction in the Multicultural ESL Classroom* (University of Arizona, Interdisciplinary Program in Second Language Acquisition and Teaching; co-chair).
- 1998 Laurene Gallimore, *Teachers' Stories: Teaching American Sign Language and English Literacy* (University of Arizona, Department of Language, Reading and Culture).
- 1999 Melanie Uttech, *Education and Immigration in Rural Mexico: An Ethnographic View of Local Experience* (University of Arizona, Department of Language, Reading, and Culture).
- 1997 Pamela Rossi *Having an Experience: Multiple Literacies in Young Children's Opera* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Mariella Espinoza-Herold, *From the Students' Point of View: Latino Students' Perspectives on Schooling* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Julie Simon, *An Ethnographic Study of Sign Language Interpreter Education* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Howard Smith, *The Linguistic Ecology of a Bilingual Classroom: The Child's View* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Theresa M. Sonneleitner, *Yaqui Voices: Schooling Experiences of Yaqui Students* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Kwo-Jen Yang, *The Tension and Growth in Taiwanese Students' Experiences as Non-Native Writers of English* (University of Arizona, Department of Language, Reading and Culture).
- 1993 Louise Lockard, *Navajo Literacy: Stories of Learning to Write* (University of Arizona, Department of Language, Reading and Culture).

### **Recent Outreach and Service** (last 10 years)

#### *National and International Service*

- 2020-2023 Member-at-Large, American Educational Research Association (AERA)
- 2020-2021 Chair, American Association for Applied Linguistics Distinguished Scholarship and Service Award Committee
- 2019-2020 Member, Center for Indian Education 60<sup>th</sup> Anniversary Planning Committee, Arizona State University  
Member, American Association for Applied Linguistics Distinguished Scholarship and Service Award Committee  
External Reviewer, Promotion and Tenure Committees: University of Arizona, University of California Riverside
- 2018-2019 External Reviewer, Promotion and Tenure Committee: University of California, Davis

2017-2018	External Reviewer, Promotion and Tenure Committees: Northwestern University, Smithsonian Institution, Stanford University, University of New Mexico, University of Pennsylvania
2016-2019	Member, AERA Minority Dissertation Fellowship Committee
2016–	Advisory Member, Working Group on Language Documentation and Revitalization for Young Learners
2016	External Reviewer, Promotion and Tenure Committees: Rutgers University, University of Michigan, University of Washington Review Panelist, Ford Foundation Predoctoral, Doctoral, and Postdoctoral Fellowship Program, National Academies, Irvine, CA
2015-2016	External Reviewer, Promotion and Tenure Committee: University of Maryland, College of Education
2014-2018	Member, Language Policy Research Network (LRPreN) Advisory Board, Center for Applied Linguistics, Washington, DC
2014-2016	Mentor-at-Large, Council on Anthropology and Education Presidential Early Career Fellows Program, American Anthropological Association
2014-2015	Member, Society for Linguistic Anthropology (SLA) Award for Public Outreach and/or Community Service Selection Committee, American Anthropological Association
2014	External Reviewer, Promotion and Tenure Committees: University of Arizona; University of Connecticut; University of Maryland External Examiner, Ph.D. Thesis Committee of Sophie Nocks, University of Waikato, New Zealand External Examiner, Ph.D. Thesis Committee of Miye Tom, University of Coimbra, Portugal Expert Testimony, U.S. Senate Committee on Indian Affairs, S.1948, <i>Native Language Immersion Student Achievement Act</i> , and S.2299, <i>Native American Languages Reauthorization Act of 2014</i> , a bill to amend the Native American Programs Act of 1974 to reauthorize a provision to ensure the survival and continuing vitality of Native American languages
2013	External Reviewer, Promotion and Tenure Committees: University of Rochester; University of Texas-San Antonio
2010-2014	Chair, Anthropology Education Task Force, American Anthropological Association
2013-2014	Member, PARCC (Partnership for Assessment of Readiness for College and Careers) Accessibility, Accommodations, and Fairness Technical Working Group
2013	Advisor and coauthor, Anthropology Companion Document to the National Council for the Social Studies (NCSS) <i>College, Career, and Civic Life (C3) Framework for Social Studies Standards</i> (January-August)
2009 –	Member, Stabilizing Indigenous Languages Symposium Advisory Board
2012	External Reviewer, Promotion and Tenure Committee: University of California, Santa Barbara
2011	Chair, George and Louise Spindler Award Committee, Council on Anthropology and Education, American Anthropological Association

- External reviewer, Promotion and Tenure Committees: Cornell University; Georgia State University; National Research Foundation, South Africa; University of Minnesota; University of New Mexico
- 2010-2011 Past-President, Council on Anthropology and Education, American Anthropological Association  
Chair, Council on Anthropology and Education Presidential Early Career Fellows Program  
Member, National Working Group, Promising Practices and Partnerships in Indian Education, U.S. Office of Indian Education  
External reviewer, Promotion and Tenure Committees: University of South Florida; University of Kansas; University of Hawai'i-Manoa; University of Pennsylvania
- 2008-2010 Member, National Working Group on Promising Practices and Partnerships in Indian Education; PI, subgroup on the role of Native languages and cultures in American Indian/Alaska Native students' academic achievement
- 2006 – Founding Member, Abakan Action, an international language rights organization

### *Editorships*

- 2019 – Co-editor, Language, Education and Diversity Book Series, Multilingual Matters
- 2009 – Co-editor, *Journal of American Indian Education*
- 2013-2016 Editor-in-Chief, *American Educational Research Journal*, Section on Social and Institutional Analysis (*AERJ-SIA*)
- 2010-2013 Associate Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development
- 2009-2015 Associate Editor, *Language Policy*
- 2001-2006 Editor, *Anthropology and Education Quarterly*

### *Editorial and Program Reviewing*

- 2017 – International Advisory Board Member, *Tapuya: Latin American Science, Technology and Society*
- 2014 – Advisory Committee, *Acquired Wisdom: Lessons Learned by Distinguished Researchers* electronic book series
- 2010-2019 Editorial Board Member, *Language, Culture, and Curriculum*
- 2009-2016 Editorial Board Member, *International Journal of Bilingual Education and Bilingualism*  
Editorial Board Member, *Language Policy*
- 2007 – Consulting Editor, *International Multilingual Research Journal*
- 2007-2014 Editorial Board Member, *Anthropology and Education Quarterly*
- 2002-2013 Editorial Board Member, *Language, Education, and Identity*
- 2006-2012 Editorial Board Member, *Language Arts*  
Editorial Board Member, *Reading Research Quarterly*

1990 – Periodic manuscript and book reviewer for *American Indian Culture and Research Journal*; *American Indian Quarterly*; *Anthropology and Education Quarterly*; *Bilingual Research Journal*; *Canadian Journal of Education*; *Cultural Anthropology*; *English Education*; *Ethnicities*; *Ethnohistory*; *Human Organization*; *International Journal of Bilingual Education and Bilingualism*; *International Journal of Multilingual Research*, *International Journal of Qualitative Studies in Education*; *Journal of American Indian Education*; *Journal of Language and Identity in Education*; *Journal of Multilingual and Multicultural Development*; *Journal of Navajo Education*; *Language Arts*; *Language, Culture and Curriculum*; *Language and Education*; *Modern Language Journal*; *Research in the Teaching of English*; *Review of Educational Research*; *Teachers College Record*; *The New Advocate*; Cambridge University Press; De Gruyter; Lawrence Erlbaum; Longman; Multilingual Matters; Routledge/Taylor and Francis; Teachers College Press; University of Oklahoma Press; University of Toronto Press

### *Professional Memberships*

American Anthropological Association; American Association for Applied Linguistics; American Educational Research Association; Native American and Indigenous Studies Association; Society for Applied Anthropology

### *Local/State/Tribal Service*

2009-2015 Outreach partnership with the Fort Mojave Indian Tribe Language Recovery Program. Provided workshops on oral history, language teaching, and language revitalization and collaborated on grant development in support of the Tribe's language recovery efforts.

### *Recent Intramural Service<sup>5</sup>*

2020-2021 Chair, Ad Hoc Committee for Faculty Member's Promotion to Step VI, Department of Education

2019-2020 Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, Department of Education  
 Chair, Indigenous Studies Assistant Professor Search Committee, American Indian Studies  
 Chair, Ad Hoc Committee for Faculty Member's Fourth-Year Review, Department of Education  
 Member, American Indian Studies Faculty Advisory Committee  
 Member, Tribal Learning Community Education Exchange (TLCEE)

2018-2020 Member, Faculty Executive Committee, Graduate School of Education and Information Studies

2017-2020 Chair, Faculty Advisory Council, American Indian Studies Center

2017-2018 Co-chair, American Indian Studies Center 5-Year Review Committee  
 Member, American Indian Studies Faculty Advisory Committee

2016-2018 Chair, Education Department 8-Year Review Committee

2016 Chair, UCLA Law School Ad Hoc Committee to Evaluate the Tribal Learning Community Education Exchange (TLCEE) Director's Position and Program

2015-2017 Member, Academic Personnel Committee, Department of Education

2015-2016 Chair, Qualitative Research Methods Assistant Professor Search Committee, Graduate School of Education and Information Studies (GSE&IS)  
 Member, Penny Kanner Endowed Chair in Women's Studies Search Committee, Department of Gender Studies

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<sup>5</sup> Intramural service is for UCLA only.



- 2014-2015      Chair, Ad Hoc Committee For Faculty Member's Adjunct Professor Appointment, GSE&IS  
 Member, Ad Hoc Committee for Faculty Member's Promotion to Full Professor, GSE&IS  
 Member, American Indian Studies Research Center Director Search Committee  
 Member, Faculty Advisory Committee for American Indian Studies Center  
 Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board,  
 American Indian Studies Program
- 2013–            Member, Faculty Advisory Committee for American Indian Studies Center  
 Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board,  
 American Indian Studies Program
- 2013-2015      Member, Committee on Degrees, Admissions and Standards (CDAS), Graduate School of  
 Education and Information Studies, GSE&IS
- 2013-2014      Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, GSE&IS

### *Consultancies*

- 2016            Consultant, American Indian Higher Education Consortium (AIHEC) community-based behavioral  
 health research and education program. Provided guidance on publishing behavioral health research  
 by Tribal College participants in AIHEC's Native American Research on Community Health  
 (NARCH) initiative.
- 2013            Advisor and team leader on the anthropology of educational persistence for underserved students,  
 Education Credit Management Corporation Foundation. Advised the Foundation on  
 anthropological research on factors leading to educational persistence, particularly for underserved  
 populations; comprise and led a team of researchers with expertise in the anthropology of  
 educational persistence; prepare and present a report detailing anthropological data related to  
 educational persistence.
- 2013            External Program Evaluator, Department of Teaching and Learning, The Ohio State University  
 External Program Evaluator, Department of Education Studies, University of California, San Diego
- 2010-2013      Member, International Expert Panel, Stronger Smarter Learning Communities (SSLC), Queensland  
 University of Technology, Brisbane, Queensland, Australia

### **Grants and Fellowships Under Review and Awarded**

#### *External Grant Under Review*

- 2019 –            \$35,000 American Educational Research Association Conference Proposal for *Indigenous-  
 Language Immersion and Native American Student Achievement: A Symposium to Advance New  
 Research and Innovative Education Practice* (PI).

#### *External Grants and Fellowships Awarded*

- 2016-2020      \$1 million Lyle Spencer Award, Spencer Foundation, for *Indigenous-Language Immersion and  
 Native American Student Achievement* (PI), a national study of Indigenous-language immersion  
 schooling. (*Pending*: Fifth-year no-cost extension request)
- 2011-2014      \$26,998 National Science Foundation Documenting Endangered Languages (DEL) Program  
 RAPID Award for *Documenting Critically Endangered Mojave Bird Songs in Authentic Cultural  
 Contexts*, a community-based language documentation and education project in partnership with the  
 Fort Mojave Tribe of Needles, CA (PI).

- 2011-2012 \$40,000 School for Advanced Research/National Endowment for the Humanities Resident Scholar Fellowship Award for *Reclaiming the "Cultural Language" – Indigenous Youth and Language Continuance* (PI).
- 2010-2014 \$1,184,415 U.S. Department of Education Office of Indian Education Programs award for the *Arizona Four Corners Teacher Preparation Project (AZ4CTPP)*, a project to prepare Native American teachers (co-PI).
- 2009-2011 \$20,000 subcontract from Kauffman Associates for the U.S. Office of Indian Education Programs study, *Promising Practices and Partnerships in Indian Education*, to investigate the role of Native American languages and cultures in American Indian students' academic achievement (co-PI).
- 2009 \$5,000 Lannan Foundation Award, for the 16<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium (co-PI).
- 2001-2006 \$848,907 U.S. Department of Education, Institute of Education Sciences Award, for *The Impact of Native Language Shift and Retention on American Indian Students' English Language Learning and School Achievement*, a 5-year research grant to study the educational effects of Native language loss and retention in urban and rural Indigenous-serving schools (50% FTE; PI).
- 2000 \$3,500 Salzburg Seminar/Freeman Foundation Fellowship Award to participate in an international seminar, *East Asia–the United States: The Search for Common Values*. Salzburg, Austria.
- 1998-1999 \$17,500 Lannan Foundation Award, for the 20th Annual American Indian Language Development Institute (co-PI).
- 1996-1997 \$7,900 Lannan Foundation Award, for the 17th Annual American Indian Language Development Institute (co-PI).
- 1996-97 \$2,600 Award from the San Manuel Band of Mission Indians to recruit and retain American Indian students through the American Indian Language Development Institute (co-PI).
- 1993-1996 \$75,000 W.K. Kellogg Foundation National Fellowship Award, for leadership development and individual research project: *Language Rights and National Unity: Race, Class, Culture and Political-Economic Influences on Minority Language Rights* (PI).
- 1995 \$3,500 Salzburg Seminar Fellowship Award to participate in an international seminar, *Concepts and Challenges of Leadership*; Salzburg, Austria (PI).
- 1991-1994 \$162,701 National Endowment for the Humanities Award, for *Southwest Memory: Indigenous Voices and Views on Arizona History*, a 2-1/2-year research and teacher development/curriculum enrichment grant on American Indian oral and written histories (co-PI).
- 1989-1991 \$11,996 Arizona Humanities Council Award, for *The Written and the Unwritten Word*, an 18-month research and teacher development grant on indigenous oral and written literatures (co-PI).

#### *Internal University Awards*

- 2009-2010 \$11,990 Arizona State University (ASU) Institute for Humanities Research award for *Stabilizing Indigenous Languages – From Documentation to Revitalization*, a collaborative COE-CLAS seed grant to support the Stabilizing Indigenous Languages Symposium, anthology development and publication, and preparation of an NSF/NEH grant under the Documenting Endangered Languages Program (no grant-supported FTE; co-PI).



- 2003-2004      \$67,000 ASU award for the *Language Minority Education Research Roundtable of Arizona (LMERRA) Project*, a collaborative grant between Arizona State University and the University of Arizona for language policy research, presentation, and publication (co-PI).
- 1989-2001      \$179,554 total in University of Arizona awards to support Indigenous language education research, teaching, and outreach, and the recruitment and retention of Native American students (31 grants total, PI/co-PI).

## Pamela Munro

Distinguished Research Professor of Linguistics  
UCLA Box 951543, Los Angeles, Ca. 90095-1543 (310-825-0634; munro@ucla.edu)  
April 2020

### Citizenship: US

**Education:** Graduated 1965, Riverside Polytechnic High School, Riverside, Ca.  
A.B. 1969 (History), Stanford University, Stanford, Ca.  
M.A. 1971, C.Phil. 1972, Ph.D. 1974 (Linguistics), University of California, San Diego, La Jolla, Ca.

### Employment:

Department of Linguistics, University of California, Los Angeles: Acting Assistant Professor (1974-75), Assistant Professor (1975-79), Associate Professor (1979-1984), Professor (1984-2007), Distinguished Professor (2007-2011), Distinguished Research Professor (2011 to date).

### Other Teaching:

Linguistic Field Methods (Cherokee), Linguistic Society of America Linguistic Institute, UCLA, July-August 1984 (6 weeks).  
"Tipología y zapoteco", Seminario Permanente de Lenguas Indígenas de la Dirección de Lingüística e INALI. Mexico City. April-May 2008 (1 week).  
Linguistic Field Methods (Kashaya Pomo), Linguistic Society of America Linguistic Institute, Berkeley, July-August 2009 (6 weeks).  
"Making Dictionaries", Max Planck Max Planck Institute for Evolutionary Anthropology, Leipzig, and University of Khartoum. Khartoum, Sudan, January 2010 (1 week).  
"Chickasaw Grammar for Chickasaw Teachers", Chickasaw Nation (Oklahoma), Ada, Oklahoma, June 2010 (1 week)  
Linguistic Field Methods (Fijian), Linguistic Society of America Linguistic Institute, Davis, CA, June-July 2019 (4 weeks, double course).  
Mentor/teacher, Breath of Life Workshop, Berkeley, 2004, 2006, 2008, 2010, 2012 (one week each)  
Mentor/teacher, Gabrielino/Tongva Language, monthly classes, Los Angeles (2004-present)  
1-2 day workshops, for Chickasaw speakers, the general public, and Chickasaw Nation language program staff, Chickasaw Nation (Oklahoma), 2011-2015  
Guest lectures in classes at UCLA, Pomona College, CSUN, CSUDH (various)  
Community guest lectures on Chickasaw, Zapotec, Garifuna, and Tongva (various)

### Awards and Grants:

National Merit Scholarship (1965-69)  
National Science Foundation Traineeship (1969-70)  
National Science Foundation Graduate Fellowship (1970-72)  
Woodrow Wilson Dissertation Fellowship (1972-73)  
Phillips Fund, American Philosophical Society, Small Grant (1972)

Smithsonian Institution Urgent Anthropology Grant (with Carobeth Laird) (1974)  
 UCLA Academic Senate Research Grants (with William Bright) (1974-75, 1975-76)  
 University of California Regents' Junior Faculty Fellowship (1977)  
 UCLA Academic Senate Research Grants (each academic year 1977-78 to 2007-08 and 2009-present)  
 Institute of American Cultures, UCLA, Grant (1977-78) (for development of Cahuilla pedagogical grammar)  
 National Science Foundation grant (with John Haiman) (1981) (for Conference on Switch-Reference and Universal Grammar)  
 Subcontract for National Science Foundation Grant (principal investigator: Margaret Langdon) (1984-87) (Comparative Yuman dictionary)  
 National Science Foundation grant BNS 88 11007 (1988-89) (A Chickasaw Dictionary)  
 UCLA Chicano Studies Research Center pilot grant (1994) (Xa mood bi:ed ra bunny Sann Luuc Los Aangl: How the People of San Lucas Quiavini Came to Los Angeles)  
 Institute of American Cultures, UCLA, grants (1994-95, 1995-96, 1996-97) (X:a mood bi:ed ra bunny Sann Luu'c Los Aanngl: San Lucas Quiavini Immigration Narratives)  
 UC Mexus Foundation grant (1994-95) (Xa mod bied ra bunny Sann Luc Los Angl: San Lucas Quiavini Immigration Narratives)  
 National Science Foundation grant 97-09415 (1997-99) (San Lucas Quiavini Zapotec: Dictionary, Grammar, and Texts)  
 Institute of American Cultures, UCLA, grant (2002-03, with extensions to 2007) (Preserving Oaxacan Language and Culture in the California Central Valley; retitled as Adding to the *Cali Chiu?* Zapotec Textbook)  
 Department of Education Title VI Grant, "San Diego Consortium: NRC and FLAS," subcontract to University of California, San Diego (Charles L. Briggs, PI), subcontract to UCLA (Pamela Munro) (2003-04; extension, 2006) [for development of a first-year college Zapotec course]  
 American Association for the Advancement of Science, Fellow (2015)

### Current research:

Garifuna grammar (based on fieldwork in Los Angeles and Belize with native speaker/collaborators Martha Martinez-Ciego, Anita Lambey-Martinez, Maurice Lopez, Vincent Lopez, and Henrietta Augustine) — revising and expanding grammar (B23 below; see also A73, A105, A120, A128)  
 Chickasaw grammar and lexicon (based on fieldwork in Los Angeles and Oklahoma, primarily with native speaker/collaborator Catherine Willmond) — revising and expanding dictionary (A67 below) and continuing research on grammatical topics (e.g. in A44, A46, A48-49, A52-54, A56, A66, A78, A80, A84, A86, A88, A91, A93, A94-95, A97, A99-100, A103, A106, A109, A111, A113, A123, A126, A127, A129, D6, D21)  
 Gabrielino/Tongva grammar and lexicon — ongoing extension and revision of grammar and dictionary based on study of early 20th century fieldnotes (e.g. in A43, A57, A85, A119, A, 134 below); daily posts on Tongva Language page (<https://www.facebook.com/TongvaLanguage/>)  
 Wolof dictionary — ongoing extension and revision of dictionary (D14; with native speaker/collaborator Dieynaba Gaye; cf. also D17 below)

Quichua lexicon and grammar (based on fieldwork in Los Angeles with native speaker and collaborator Emilia Chuquin; primarily joint work with Michael Galant, Peter Landerman, and earlier Jos Tellings; cf. 130 below)

Zapotexts (analysis of archival documents from Colonial Mexico; currently with Kevin Terraciano, Michael Galant, and Beatriz Cruz Lopez; cf. A92, A104, A114, A121, A125, A132, A133 below)

## **Publications:**

### **Section A — Published Material (Other than In-House Working Papers)**

- 1971** 1. Villiana Hyde, *An Introduction to the Luiseño Language*, R. W. Langacker, ed., P. Munro, et al., co-eds. Banning, Ca.: Malki Museum Press. [Book. The late Mrs. Hyde was a speaker of Luiseño.]
- 1972** 2. Pamela Munro. "Dialect differences and syntax", *Studies in Language*, R. A. Jacobs, ed., pp. 111-121. Lexington, Mass.: Xerox College Publishing. [Research article.]
- 1973** 3. Pamela Munro and Peter John Benson. "Rule ordering and reduplication in Luiseño", *IJAL* 39: 15-21. [Research article.]
4. Pamela Munro. "Nominalization and plurality in Mojave", *You Take the High Node and I'll Take the Low Node*, C. Corum, et al., eds. Chicago: Chicago Linguistic Society. [Research article.]
5. Pamela Munro. "Proto-Uto-Aztecan \*w — one source for Luiseño ŋ", *IJAL* 39: 135-6. [Research article.]
6. Category changed: see D1.
- 1975** 7. Ronald W. Langacker and Pamela Munro. "Passives and their meaning", *Language* 51: 789-830. [Research article.]
8. Ted Couro and Margaret Langdon. *Let's Talk 'Tipay Aa: An Introduction to Mesa Grande Diegueño*. S. Chung, P. Munro, et al., co-eds. Banning, Ca.: Malki Museum Press. [Book.]
- 1976** 9. Pamela Munro. "Subject copying, predicate raising, and auxiliarization: The Mojave evidence", *IJAL* 42: 99-113. [Research article.]
10. Pamela Munro. *Mojave Syntax*. New York: Garland Publishing, Inc. (Revision of B1; reissued 2016 by Routledge Library Editions.) [Book.]
11. Pamela Munro. "Two stories by Nellie Brown", *Yuman Texts*, M. Langdon, ed., *Native American Text Series* 1,3: 43-50. [Text with analysis.]
- Text portion only reprinted in *Spirit Mountain* (see A50), pp. 286-87 and 287-88.
12. Pamela Munro. "Mojave modals", Proceedings of the First Yuman Languages Workshop, J. E. Redden, ed., *Southern Illinois University Museum Studies (UMS)* (Southern Illinois University, Carbondale) 7: 55-62. [Research article.]
13. Pamela Munro. "On the form of negative sentences in Kawaiisu", *BLS* 2: 308-18. [Research article.]
- 1977** 14. Pamela Munro. "Towards a reconstruction of Uto-Aztecan stress", *Studies in Stress and Accent*, L. Hyman, ed., *University of Southern California Occasional Papers in Linguistics*, 303-326. [Research article.]
15. Pamela Munro. "From existential to copula: The history of Yuman BE",

- Mechanisms of Syntactic Change*, C. N. Li, ed., 445-490. Austin: University of Texas Press. [Research article.]
16. Pamela Munro. "The Yuman \*n prefix", Proceedings of the 1976 Hoka-Yuman Languages Workshop, J. E. Redden, ed., *UMS* (see A12) 11: 52-59. [Research article.]
17. Pamela Munro. "Copular sentences in Pima", *BLS* 3: 103-14. [Research article.]
18. Pamela Munro. Review of *Yaqui Syntax* by J. Lindenfeld, *Language* 53: 245-47. [Book review.]
19. Pamela Munro. Review of *The Chemehuevis* by C. Laird, *Journal of San Diego History* 23,3: 96-97. [Book review.]
- 1978 20. Pamela Munro. "Molly Fasthorse's story of the great wrestling match", *Coyote Stories*, W. Bright, ed., *Native American Texts Series* 1: 149-54. [Text with analysis.]
21. Pamela Munro. "Chemehuevi 'say' and the Uto-Aztecan quotative pattern", *Selected Papers from the 14th Great Basin Anthropological Conference*, D. R. Tuohy, ed., Ballena Press Publications in Archaeology, Ethnology, and History 11, 149-71. Socorro, NM: Ballena Press. [Research article.]
22. Pamela Munro. "Yuman personal nouns", Proceedings of the 1977 Yuman-Hoka Languages Workshop, J. E. Redden, ed., *Occasional Papers on Linguistics (OPL)* (Southern Illinois University, Carbondale). [Research article.]
23. Pamela Munro. Review of *Gramatica Asuriní* by C. H. Harrison, *Language* 54: 771-72. [Book review.]
- 1979 24. Pamela Munro. "Imperatives, passives, and perfectives in Chemehuevi", *Journal of California Anthropology Papers in Linguistics* 1: 65-76. [Research article.]
25. Pamela Munro. "Reduplication in Mojave — and Yuman", Proceedings of the 1978 Hoka-Yuman Languages Workshop, ed. by J. E. Redden, *OPL* (see A22). [Research article.]
26. Pamela Munro. Review of *Subject and Topic*, ed. by C.N. Li, *Language* 55:372-80. [Book review.]
- 1980 27. Pamela Munro. "Mojave agreement patterns", Proceedings of the 1979 Hoka-Yuman Languages Workshop, J. E. Redden, ed., *OPL* (see A22). [Research article.]
28. Margaret Langdon and Pamela Munro. "Yuman Numerals", *American Indian and Indoeuropean Studies: Papers in Honor of Madison S. Beeler*, K. Klar, M. Langdon, and S. Silver, eds., pp. 121-135. Mouton: The Hague-Paris-New York. [Research article.]
- 29-31. Categories changed: see D2-4.
32. Katherine Siva Saubel, "Professor Seiler and the Cahuilla language", ed. by P. Munro, *Wege zur Universalien Forschung*, G. Brettschneider and C. Lehmann, eds., Tübingen: Narr. [Text with analysis.]
33. Pamela Munro. Review of *Hoka Studies*, ed. by M. Langdon and S. Silver, *Language* 56: 704-5. [Book review.]
34. Pamela Munro. "Indian languages, American", *Academic American Encyclopedia*, vol. 12: 98-101. Princeton, N. J.: Arete Publishing Co. [Encyclopedia article.]
- 1981 35. Pamela Munro. "Two notes on Yuman 'say'", Proceedings of the 1980

- Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 9: 70-77. [Research article.]
36. Pamela Munro. "Mojave k and m: It ain't necessarily so", Proceedings of the 1980 Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 9: 124-29. [Research article.]
37. Pamela Munro. Review of *The Placenames of Sumter County, Alabama*, by V. Foscue. *Language* 57: 510-11. [Book review.]
38. Katherine Siva Sauvel and Pamela Munro. *Chem'ivillu' (Let's Speak Cahuilla)*. Los Angeles and Banning, CA: UCLA American Indian Studies Center and Malki Museum Press. [Book.]
39. Margaret Langdon and Pamela Munro. "Subject and (switch-)reference in Yuman languages", *Folia Linguistica* 13: 321-44. [Research article.]
- 1982 40. Pamela Munro and Lynn Gordon. "Syntactic relations in Western Muskogean: A typological perspective", *Language* 58: 81-115. [Research article.]
41. Pamela Munro. "Vowel-initial roots in Yuman", Proceedings of the 1981 Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 10: 24-36. [Research article.]
42. Pamela Munro. "On the transitivity of 'say'", *Transitivity*, P. Hopper and S. A. Thompson, eds., (Syntax and Semantics Series), New York: Academic Press. [Research article.]
55. Pamela Munro. Review of *Language, Culture, and History: Essays by Mary R. Haas. American Indian Culture and Research Journal* 6, 1: 105-6. [Book review.] (out of chronological order)
- 1983 43. Pamela Munro. "Selected studies in Uto-Aztecan phonology", *IJAL* 49: 277-298. [Research article.]
44. Pamela Munro. "Comitatives and causatives in Chickasaw and Choctaw", Proceedings of the 1982 Conference on Far Western American Indian Languages, J. E. Redden, ed., *OPL* 11: 32-41 (see A22). [Research article.]
45. John Haiman and Pamela Munro, eds. *Switch-Reference and Universal Grammar*, Amsterdam and Philadelphia: John Benjamins Publishing Company. (Introduction, pp. ix-xv [co-authored], Index of Languages, Language Families, and Language Areas, pp. 337-342 [singly authored].) [Edited book.]
46. Pamela Munro. "When 'same' is not 'not different'", *Switch-Reference and Universal Grammar* (above), 223-244. [Research article.]
- 1984 47. Pamela Munro. "Floating quantifiers in Pima", *The Syntax of Native American Languages*, ed. by E.-D. Cook and D. B. Gerdts (Syntax and Semantics, vol. 16), New York: Academic Press, 269-288. [Research article.]
48. Pamela Munro. "The syntactic status of Object Possessor Raising in Western Muskogean", *BLS* 10: 634-649. [Research article.]
49. Pamela Munro and Charles H. Ulrich. "Structure-preservation and Western Muskogean rhythmic lengthening", *WCCFL* 3, 191-202. [Research article.]
50. Pamela Munro and Judith Crawford, eds. "Mojave literature", *Spirit Mountain: An Anthology of Yuman Story and Song*, L. Hinton and L. Watahomigie, eds., pp. 279-290. Tucson, AZ: Sun Tracks and the University of Arizona Press. [Edited book section.]
51. Nellie Brown, "Tharavayew", P. Munro, ed. *Spirit Mountain* (see A50), pp. 285-86. (*Spirit Mountain* also includes a reprint of text portion of A11, pp. 286-88.) [Text.]



52. Pamela Munro. "On the Western Muskogean source for Mobilian", *IJAL* 50: 483-450. [Research article.]
- 1985 53. Pamela Munro. "Auxiliaries and auxiliarization in Western Muskogean", *Historical Syntax*, J. Fisiak, ed., pp. 333-362. Berlin-New York-Amsterdam: Mouton. [Research article.]
54. Pamela Munro. "Chickasaw accent and verb grades", *Studia Diachronica et Synchronica* (Festschrift for Werner Winter), Pieper and Stickel, eds., pp. 581-591. Berlin-New York-Amsterdam: Mouton de Gruyter.
55. Out of chronological order — see under 1982 above.
131. Pamela Munro. Review of E. A. Hawkins, *Hawaiian Sentence Structures*. (Pacific Linguistics, B-61.) Canberra: Dept. of Linguistics, Australian National University, 1979.) *Language* 61: 231-232. [Book review.] (Out of chronological order.)
- 1988 56. Pamela Munro. "Diminutive syntax." *A Festschrift for Mary R. Haas*, ed. by W. Shipley, pp. 539-56. The Hague: Mouton. [Research article.]
- 1989 57. Pamela Munro. "Gabrielino: Language of the Indians of Los Angeles", *News from Native California* 3.2: 27-28. (Revised from earlier unpublished B9.) [Popular article based on original and otherwise unpublished research.]
58. Pamela Munro. "Postposition incorporation in Pima", *Southwest Journal of Linguistics* 9:108-27. [Research article.]
- 1990 59. Maurice L. Zigmond, Curtis G. Booth, and Pamela Munro. *Kawaiisu: Grammar and Dictionary, with Texts*, University of California Publications in Linguistics 119. (Complete revision of unpublished B6, with extensive additions: all of grammar and texts and some of dictionary is completely new.) [Book.]
60. Pamela Munro. "Stress and vowel length in Cupan absolute nominals", *International Journal of American Linguistics* 56: 217-50. [Research article.]
61. Pamela Munro and Lynn Gordon, "Inflectional ablaut in the River languages", in S. DeLancey, ed., *Papers from the 1989 Hokan-Penutian Workshop (University of Oregon Papers in Linguistics 2)*, 69-86. [Research article.]
62. Pamela Munro. "Aspiration in Tolkapaya Yavapai", in J. E. Redden, ed., *Proceedings of the 1990 Hokan-Penutian Conference (Southern Illinois University Museum Studies)*. [Research article.]
- 1991 63. Pamela Munro, with Susan E. Becker, Gina Laura Bozajian, Deborah S. Creighton, Lori E. Dennis, Lisa Renée Ellzey, Michelle L. Futterman, Ari B. Goldstein, Sharon M. Kaye, Elaine Kealer, Irene Susanne Veli Lehman, Lauren Mendelsohn, Joseph M. Mendoza, Lorna Profant, and Katherine A. Sarafian. *Slang U*. New York: Harmony Books. (Revised and extended version of D7 below; cf. A64. Please note that although copyright date in printed volume is 1989, this has no relation to reality; ms. was submitted in mid-1990 and book appeared in 1991.) [Book. Co-authors were UCLA undergraduates.]
64. Pamela Munro, with Susan E. Becker, et al. "Party hats and pirates' dreams", *Rolling Stone* 600 (March 21, 1991): 67-69. (Excerpt from A63.) [Book excerpt in popular magazine. See A63.]
- 1992 65. Pamela Munro. "Comparatives in Yuman languages", in J. E. Redden, ed., *Proceedings of the 1992 Hokan-Penutian Languages Conference..., Occasional Papers on Linguistics* 17 (Southern Illinois University Museum Studies), 132-45. [Research article.]
- 1993 66. Pamela Munro. "The Muskogean II prefixes and their significance for

- classification", *IJAL* 59: 374-404. [Research article.]
68. Pamela Munro. "Indian Languages, American", *Academic American Encyclopedia* 11: 98-101. Danbury, CT: Grolier Incorporated. (updated revision of A34 above) [Encyclopedia article.] (out of chronological order)
- 1994** 67. Pamela Munro and Catherine Willmond. *Chickasaw: An Analytical Dictionary*. Norman — London: University of Oklahoma Press. [Book. Complete revision and extension of B4.]
68. Out of chronological order — see under 1993 above.
69. Pamela Munro. "Gulf and Yuki-Gulf", *Anthropological Linguistics* 36: 125-222. [Research article.]
- 1996** 70. Pamela Munro, "Valence Arithmetic in the Tolkapaya Lexicon". In *Proceedings of the Hokan-Penutian Workshop* [1994, 1995], ed. Victor Golla. *Survey of California and Other Languages Report* 9. UC Berkeley, pp. 113-129. [Research article.]
71. Pamela Munro, "Sketch of Yavapai (especially Tolkapaya)". In *Proceedings of the Hokan-Penutian Workshop* [1994, 1995], ed. Victor Golla. *Survey of California and Other Languages Report* 9. UC Berkeley, pp. 179-186. [Research note.]
72. Pamela Munro, "Making a Zapotec Dictionary". *Dictionaries* 17: 131-55. [Research article.]
- 1997** 73. Pamela Munro, "The Garifuna Gender System", in *The Life of Language: Papers in Honor of William Bright*, ed. Jane H. Hill, P. J. Mistry, and Lyle Campbell, pp. 443-61. The Hague: Mouton de Gruyter. [Research article.]
74. Pamela Munro, "The Contribution of Mary R. Haas to the Study of Southeastern Languages". In *The Hokan, Penutian, and J.P. Harrington Conferences, and the Mary R. Haas Memorial Session*, ed. Leanne Hinton. *Survey of California and Other Languages Report* 10. UC Berkeley, pp. 115-18. [Obituary article.]
75. Pamela Munro, "The Contribution of Mary R. Haas to the Study of Southeastern Languages". In *Mary R. Haas: A Memorial Issue*, ed. Douglas R. Parks. *Anthropological Linguistics* 39, 4: 578-84. [Obituary article, invited revision and extension of A74.]
76. Victor Golla, James Matisoff, and Pamela Munro. "Mary R. Haas". *Language* 73: 826-38. [Obituary article, incorporating material in A74 and A75.]
- 1998** 77. Leanne Hinton and Pamela Munro, eds., *Studies in American Indian Languages: Description and Theory*, University of California Publications in Linguistics 131. Berkeley-Los Angeles, University of California Press. [Edited book.]
78. Pamela Munro, "Chickasaw Expressive 'Say' Constructions", in *Studies in American Indian Languages: Description and Theory* (A77 above), pp. 180-86. [Research article.]
- 1999** 79. Felipe H. Lopez and Pamela Munro. "Zapotec Immigration: The San Lucas Quiaviní Experience". *Aztlan*. 24, 1: 129-149. [Research article.]
80. Pamela Munro. "Chickasaw Subjecthood", in *External Possession*, ed. Doris L. Payne and Immanuel Barshi, pp 251-89. Amsterdam/Philadelphia: John Benjamins. [Research article.]
81. Pamela Munro and Felipe H. Lopez, with Olivia V. Méndez [Martínez], Rodrigo Garcia, and Michael R. Galant. *Di'csyonaary X:tè'e'n Dii'zh Sah Sann Lu'uc*



- (*Dictionary of San Lucas Quiavini Zapotec / Diccionario Zapoteco de San Lucas Quiavini*) (two volumes). Los Angeles: Chicano Studies Research Center Publications, UCLA. [Book.]
- 2000** 82. Pamela Munro. "Morphology: The Structure of Words." In Susan Curtiss, Bruce P. Hayes, Nina Hyams, Patricia A. Keating, Hilda Koopman, Pamela Munro, Dominique Sportiche, Edward P. Stabler, Donca Steriade, Tim Stowell, and Anna Szabolcsi, *Linguistics: An Introduction to Linguistic Theory*, ed. Victoria A. Fromkin. Malden, MA, and Oxford: Blackwell Publishers Inc., pp. 25-88. [Chapter in edited book. Authorship is joint, but I had responsibility for this chapter; authors have agreed to cite their chapters individually.]
83. Pamela Munro. "Field Linguistics." In *The Handbook of Linguistics*, ed. Mark Aronoff and Janie Rees-Miller. Malden, MA, and Oxford: Blackwell Publishers Inc., pp. 130-149. [Chapter in edited book.]
84. Pamela Munro. "The Leaky Grammar of the Chickasaw Applicatives", in Arika Okrent and John P. Boyle, eds., *The Proceedings from the Main Session of the Chicago Linguistic Society's Thirty-Sixth Meeting*. Volume 36-1. Chicago: Chicago Linguistic Society, pp. 285-310. [Research article based on invited plenary address.]
85. Pamela Munro, "The Gabrielino Enclitic System," in Eugene H. Casad and Thomas L. Willett, eds., *Uto-Aztecan: Structural, Temporal, and Geographic Perspectives*. Hermosillo, Sonora, Mexico: Universidad de Sonora (Editorial Union), pp. 183-201. [Research article.]
86. Matthew Gordon, Pamela Munro, and Peter Ladefoged. "Some Phonetic Structures of Chickasaw." *Anthropological Linguistics* 42: 366-400. [Research article.]
- 2001** 87. Ken Hale, Pamela Munro, and Paul Platero. "The Navajo Inchoative Verb Form", in Theodore Fernald and Ken Hale (eds.) *Diné Bizaad Naalkaah: Navajo Language Investigations. Working Papers in Endangered and Less Familiar Languages* 3. Cambridge, MA: MITWPL. [Research article.]
88. Matthew Gordon, Pamela Munro, and Peter Ladefoged. "Chickasaw". *Journal of the International Phonetics Association* 31: 287-290. [Research article.]
- 2002** 89. Pamela Munro. "Takic Foundations of Nicoleño Vocabulary", in David R. Browne, Kathryn L. Mitchell, and Henry W. Chaney, eds., *Proceedings of the Fifth California Islands Symposium*. Santa Barbara, CA: Santa Barbara Museum of Natural History, pp. 659-668. [Research article.]
90. Frawley, William J., Kenneth C. Hill, and Pamela Munro, eds. *Making Dictionaries: Preserving Indigenous Languages of the Americas*. University of California Press. [Edited book.]
91. Pamela Munro. "Dictionary Entries for Verbs". In *Making Dictionaries*, ed. William J. Frawley, Kenneth C. Hill, and Pamela Munro [item A90], pp. 86-107. UC Press. [Research article.]
92. Pamela Munro. "Hierarchical Pronouns in Discourse: Third Person Pronouns in San Lucas Quiavini Zapotec Narratives". *Southwest Journal of Linguistics* 21: 37-66. [Research article.]
93. Larry Gorbet and Pamela Munro. "Directionality and Affectedness: Semantic Extension in Chickasaw Applicatives." In Lisa Conathan and Teresa McFarland, eds., *Proceedings of the 50th Anniversary Conference of the Survey of California and Other Indian Languages. Reports from the Survey* 12, pp. 137-154. Berkeley: Department of Linguistics, University of California. [Research article.]

94. Pamela Munro. "Peculiar to Themselves': Idioms in the Dictionary". In Julie Larson and Mary Paster, eds., *Proceedings of the 28th Annual Meeting of the Berkeley Linguistics Society*, pp. 432-450. Berkeley: Berkeley Linguistics Society. [Research article based on invited paper.]
- 2003** 95. Munro, Pamela. "'But' without Switch-Reference". In: Brigitte L.M. Bauer and Georges-Jean Pinault, eds. *Language in Space and Time. A Festschrift for Werner Winter on the Occasion of his 80th Birthday*. Berlin - New York: Mouton de Gruyter. Pp. 293-312.
96. Munro, Pamela. "Preserving the Language of the Valley Zapotecs: The Orthography Question." *Language and Immigration in France and the United States: Sociolinguistic Perspectives*, University of Texas. Archived at <http://www.utexas.edu/cola/france-ut/archives2003.html>.
- 2004** 97. Munro, Pamela, and Larry Gorbet. "Investigating Focus in Noun Phrases." *Proceedings from the Sixth Workshop on American Indigenous Languages, Santa Barbara Papers in Linguistics*, vol. 14. Santa Barbara: UCSB Linguistics Department.
98. Munro, Pamela, and Jason Riggle. "Productivity and Lexicalization in Pima Compounds." In Marc Ettlinger, Nicholas Fleisher, and Mischa Park-Doob, eds., *Proceedings of the Thirtieth Annual Meeting of the Berkeley Linguistics Society, Special Session on the Morphology of Native American Languages (BLS 30S)*, pp. 114-126. Berkeley: Berkeley Linguistics Society.
- 2005** 99. Pamela Munro. "Chickasaw". *Native Languages of the Southeastern United States*, ed. by H. Hardy and J. Scancarelli (University of Nebraska Press), pp. 114-56.
100. Jack Martin and Pamela Munro. "Proto-Muskogean Morphology". *Native Languages of the Southeastern United States*, ed. by H. Hardy and J. Scancarelli (University of Nebraska Press), pp. 299-320. [Research article.]
101. Pamela Munro. "Zapotec Grammar Without Tears (except perhaps for the grammarian)." Rosemary Beam de Azcona and Mary Paster, eds. *Papers from the Conference on Otomanguan and other Oaxacan Languages. Survey of California and Other Indian Languages Report 13*: 87-106. Berkeley, California: Survey of California and Other Indian Languages.
- 2006** 102. Pamela Munro. "Modal Expression in Valley Zapotec." William Frawley, ed., *The Expression of Modality*. Berlin/New York: Mouton de Gruyter, pp. 173-205.
103. Pamela Munro. "From Parts of Speech to the Grammar." *Studies in Language* 30, 2: 307-350 (special issue: *Perspectives on Grammar Writing*; Thomas E. Payne and David J. Weber, eds.).
- {Reprinted in Thomas E. Payne and David J. Weber, eds., *Perspectives on Grammar Writing*, John Benjamins, Amsterdam-Philadelphia, 2007, pp. 71-112.}
- 2007** 104. John Foreman and Pamela Munro. "Reconstructing a Typologically Marked Strategy for Zapotec Relative Clauses". S. Buescher, K. Holley, et al., eds. *Proceedings of the Sixth Annual High Desert Linguistics Society Conference*, pp. 141-55. Albuquerque: Department of Linguistics, University of New Mexico. [Research article.]
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106. Matthew Gordon and Pamela Munro. "A Phonetic Study of Final Vowel

- Lengthening in Chickasaw." *International Journal of American Linguistics* 73: 293-330. [Research article.]
107. Brook Danielle Lillehaugen, Pamela Munro, and Roberto Antonio Ruiz, with Josefina Antonio Ruiz and Juana Ramos Jiménez. *Da Cwan cun Didshza xten Guëzh Bac (Plants in Tlacolula de Matamoros Zapotec / Plantas en el zapoteco de Tlacolula de Matamoros)*. www.lulu.com. [Popular book.]
- 2008** 109. Pamela Munro and Catherine Willmond. *Let's Speak Chickasaw: Chikashshanompa' Kilanompoli'*. Norman: University of Oklahoma Press. [Book, Completely revised and doubled in length from B14 below. Winner, Linguistic Society of American Leonard Bloomfield Book Award.]
110. Brook Danielle Lillehaugen and Pamela Munro. 2008. "Hacia una tipología de locativos de partes" ("Toward a Typology of Body Part Locatives"). *Memorias del IX Encuentro Internacional de Lingüística en el Noroeste*, tomo 2. Rosa María Ortiz Ciscomani, ed. Hermosillo, Sonora, Mexico: Editorial UniSon. pp. 231 – 252. [Research article.]
- 2009** 108. Pamela Munro. "Emerging Subject Properties of Kiche Experiencers." In H. Avelino, J. Coon, and E. Norcliffe, eds., *New Perspectives in Mayan Linguistics, MIT Working Papers in Linguistics* 59. [Research article. Revised version published as A112.]
- 109-110. Out of chronological order – see under 2008 above.
- 2011** 111. Pamela Munro and Roger Billerey-Mosier. "Le chickasaw." In E. Bonvini, J. Busuttil, and A. Peyraube, eds., *Dictionnaire des langues*, pp. 1389-97. Paris: Presses Universitaires de France. [Encyclopedia article based on original research.]
112. Pamela Munro. "Emerging Subject Properties of Kiche Experiencers." H. Avelino, ed., *New Perspectives in Mayan Linguistics*, pp. 301-315. Newcastle upon Tyne: Cambridge Scholars Publishing. [Research article; slightly revised from A108.]
113. Pamela Munro. "On the Avoidance of Abstract Nominalizations." B. Comrie and G. Fiorentino, eds., *Nouns and Nominalizations Cross-linguistically. Italian Journal of Linguistics / Rivista di Linguistica* 23,1: 21-38. [Research article.]
114. Pamela Munro. "Evidence about Proto-Zapotec from a Colonial Document." R. Cantú and A. Sonnenschein, eds., *Tradition and Innovation in Mesoamerican Cultural History*, 39-53. *LINCOM Studies in Anthropology* 16. Munich: Lincom. [Research article.]
- 2012** 115. The Chickasaw Language Committee. *Anompilbashsha' Asilhha' Holisso / Chickasaw Prayer Book*. Joshua D. Hinson, John P. Dyson, and Pamela Munro, eds. Ada, OK: Chickasaw Press. [Popular collection in Chickasaw with English translation.]
- Includes "Lord's Prayer", by Catherine Willmond with Eloise Pickens and Pamela Munro (pp. 20-21); "Impa Anompilbashsha' Asilhha' / Prayer for Meals", by Catherine Willmond with Pamela Munro (pp. 70-71); "Ishtaya Anompilbashsha' Asilhha' / Invocation", by Catherine Willmond with Pamela Munro (pp. 90-91); "Tashki Anompilbashsha' Asilhha' / Bedtime Prayer", by Catherine Willmond with Pamela Munro (pp. 112-13); "Chihoowa Ihimóna / Wait on the Lord", adapted into Chickasaw by Joshua D. Hinson and Catherine Willmond with Pamela Munro (pp. 120-21); "Angelat Hooasapiisahánchi / Angels Watching Over Me", adapted into Chickasaw by Catherine Willmond and Pamela Munro (pp. 122-25); "Ashoppala'

- Iskanno'si' / This Little Light of Mine", adapted into Chickasaw by Catherine Willmond and Pamela Munro (pp. 126-29); "Onnat Taha! Taani! Chihoowa Hooayoppachi / Rise and Shine and Give God Your Glory", adapted into Chickasaw by Catherine Willmond and Pamela Munro (pp. 130-33). [Contributions to popular collection.]
116. Pamela Munro. "Expressing Location Without Prepositions in Valley Zapotec". In Brook Danielle Lillehaugen and Aaron Huey Sonnenschein, eds. *Expressing Location in Zapotec*, pp. 307-23. Lincom Europa: München. [Research article.]
- 2013 117. Pamela Munro. "Word Order." In Silvia Luraghi and Claudia Parodi, eds., *The Bloomsbury Companion to Syntax*, pp. 118-142. London: Bloomsbury Publishing. [Research article.]
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- 2014 119. Pamela Munro. "Breaking Rules for Orthography Development." In M. Cahill and K. Rice, eds., *Developing Orthographies for Unwritten Languages*, 169-87. Dallas: SIL International Publications. [Research article.]
120. Pamela Munro and Caitlin E. Gallagher. "Garifuna Negatives." In L. Michael and T. Granadillo, eds., *Negation in Arawak Languages*, pp. 13-53. Leiden / Boston: Brill. [Research article.]
121. Pamela Munro. "Oraciones recíprocas en zapoteco." In *Lenguas, estructuras, y hablantes: Estudios en homenaje a Thomas C. Smith Stark*, ed. Rebeca Barriga Villanueva and Esther Herrera Zendejas, pp. 679-712. El Colegio de México, Centro de Estudios Lingüísticos y Literarios. [Research article.]
122. Pamela Munro. "Topanga, Cahuenga, and Tujunga — Sounds from a Rediscovered Local Language." *Zócalo Public Square*: <http://www.zocalopublicsquare.org/2014/10/27/topanga-cahuenga-and-tujunga-sounds-from-a-rediscovered-local-language/ideas/nexus/>. Republished in *Time*: "Rediscovering Tongva, Los Angeles's Original Language", <http://time.com/3543656/rediscovered-language-los-angeles/>; *Washington Post*: "This is How to Revive a Native American Language Spoken before White People Came", <http://www.washingtonpost.com/posteverything/wp/2014/10/28/this-is-how-to-revive-a-native-american-language-spoken-before-white-people-came/>; and *Slate*: "How to Revive a Language with No Native Speakers", [http://www.slate.com/blogs/future\\_tense/2014/10/29/tongva\\_gabrielino\\_how\\_to\\_revive\\_an\\_american\\_indian\\_language\\_with\\_no\\_native.html](http://www.slate.com/blogs/future_tense/2014/10/29/tongva_gabrielino_how_to_revive_an_american_indian_language_with_no_native.html). [Popular article based on original research.]
- 2015 123. Pamela Munro. "American Indian Languages of the Southeast: An Introduction." *Language Variety in the South: Historical and Contemporary Perspectives*, ed. by Michael D. Picone and Catherine Evans Davies, pp. 21-42. Tuscaloosa: University of Alabama Press. [Research article.]
124. Pamela Munro. "Valence Alternations in the Tlacolula Valley Zapotec Lexicon." Natalie Operstein and Aaron Huey Sonnenschein, eds., *Valence Changes in Zapotec*, pp. 55-78. Amsterdam-Philadelphia: John Benjamins Publishing Company. [Research article.]
125. Pamela Munro. "Zapotec Reciprocals." Natalie Operstein and Aaron Huey

- Sonnenschein, eds., *Valence Changes in Zapotec*, pp. 297-322. Amsterdam-Philadelphia: John Benjamins Publishing Company. [Research article.]
- 2016** 126. Pamela Munro. "Chickasaw Switch-Reference Revisited." Rik van Gijn and Jeremy Hammond, eds. *Switch reference 2.0*. Amsterdam/Philadelphia: John Benjamins [Typological Studies in Language 114], pp. 377-424. [Research article.]
- 2017** 127. Lynn Gordon and Pamela Munro. "Relative Clauses in Western Muskogean Languages." *Glossa: A Journal of General Linguistics* 2(1): 1-18. [Research article.]
128. Pamela Munro. "The Mesoamerican Linguistic Area Revisited." Karen Dakin, Claudia Parodi, and Natalie Operstein, eds. *Language Contact and Change in Mesoamerica and Beyond*. John Benjamins Publishing Company, pp. 335-353. [Research article.]
129. Pamela Munro. "Chickasaw Quantifiers." Denis Paperno and Edward L. Keenan, eds., *Handbook of Quantifiers in Natural Language: Volume II*. Springer. pp. 113-201. [Research article.]
130. Jena Barchas-Lichtenstein, Cansada Martin, Pamela Munro, and Jos Tellings. "Quantification in Imbabura Quichua." Denis Paperno and Edward L. Keenan, eds., *Handbook of Quantifiers in Natural Language: Volume II*. Springer, pp. 751-801. [Research article.]
131. (Out of chronological order — see under 1985 above.)
132. Pamela Munro, Kevin Terraciano, Michael Galant, Xóchitl M. Flores Marcial, Aaron Huey Sonnenschein, Brook Danielle Lillehaugen, and Diana Schwartz. "Un testamento zapoteco del Valle de Oaxaca, 1614 / "A Zapotec Testament from the Valley of Oaxaca, 1614." *Tlalocan* 22: 15-43 (available at <https://revistas-filologicas.unam.mx/tlalocan/index.php/tl/article/view/468/446>).
- 2018** 133. Pamela Munro, Kevin Terraciano, Michael Galant, Brook Danielle Lillehaugen, Aaron Huey Sonnenschein, Xóchitl Flores-Marcial, Maria Ornelas, and Lisa Sousa. "The Zapotec Language Testament of Sebastiana de Mendoza, c. 1675 / El testamento de Sebastiana de Mendoza en lengua zapoteca, c. 1675." *Tlalocan* 23: 187-211 (available at <https://revistas-filologicas.unam.mx/tlalocan/index.php/article/view/480/458>). [Research article.]
134. Pamela Munro. "The Tongva Series II Pronominal Clitics Once Again." Michael Temkin Martinez, Gail Shuck, and Tim Thornes, eds. *Proceedings of the Twenty-Ninth Western Conference on Linguistics, Volume Twenty-Three, WECOL 2017*, pp. 122-29. Fresno: California State University Department of Linguistics. [Research article.]

## Section B — Unpublished Material and Material Published Through UCLA Publishing

- 1974** 1. Pamela Munro. *Topics in Mojave Syntax*, Ph.D. dissertation, University of California, San Diego, 349 pp. (Slightly revised and published as A10.) [Dissertation.]
- 1976** 2. Nellie Brown and Pamela Munro. *A Mojave Dictionary*. Privately printed and distributed, partly under the auspices of the CRIT Museum, Colorado River Indian Reservation, Parker, AZ. (Greatly revised and published as D9.) [Book.]
- 1981** 3. William E. Mace and Pamela Munro. *A New Tübatulabal Dictionary*. Xeroxed, 74 pp. (Revision currently on hold.) [Monograph.]



- 1983** 4. Pamela Munro and Catherine Willmond. *Chickasaw-English: An Analytical Dictionary*. Xeroxed, 185pp. (Greatly revised and published as A67.) [Book. See A67.]
5. Pamela Munro and Catherine Willmond. *Introduction to Chickasaw*. Xeroxed (first 14 chapters). [Incomplete book. See B14.]
6. Maurice Zigmund, Curtis Booth, and Pamela Munro. *A Kawaiisu Dictionary*. Xeroxed, 89pp. (Revision, with added Grammar, Texts, and English-Kawaiisu index, published as A59.) [Monograph.]
- 1984** 7. Pamela Munro. Translation into Creek of part of the dialogue of "Savannah — Spirit of the South", by J. Peale. Xeroxed, 3 pp. [Commissioned translation and notes.]
8. Pamela Munro and Catherine Willmond. "Translation of a letter written in Choctaw by George Hudson to Peter Pitchlynn, July 15, 1860". Xeroxed, 20 pp. [Commissioned translation and notes. Mrs. Willmond is a fluent speaker of Choctaw.]
- 1985** 9. Pamela Munro. "Gabrielino: Language of the Indians of Los Angeles". Xeroxed, 20 pp. (Revised and published as A57.) [Elementary-level article based on original research.]
10. Pamela Munro. "Corduroy's Day as a research tool." Xeroxed, 9 pp. [Research article.]
- 1986** 11. Pamela Munro. *I Love You from A to Z: 120 Ways to Say 'I Love You'*. Privately printed, 44 pp. [Popular monograph.]
12. Pamela Munro. "Nahuatl: Language of the Aztecs". Xeroxed, 12 pp. [Elementary-level article.]
- 1988-92** 13. Pamela Munro in collaboration with Hannah Fixico. *Ten Lessons in Lakota*. Academic Publishing Service, UCLA. (Revised several times; most recent revision, Winter 1992, 138 pp.) [Book (pedagogical grammar based on original research, containing otherwise unavailable descriptive material). Used in several offerings of Linguistics 114.]
- 1994 and later** 14. Pamela Munro and Catherine Willmond. *Chikashshanompa' Kilanompoli' (Let's Speak Chickasaw)*. (Considerably revised from B5 above.) [Book (pedagogical grammar based on original research, containing otherwise unavailable descriptive material). Used many times in Linguistics 114 and 199. Extensively revised version published as A109.]
- 1994** 15. Pamela Munro and Molly Star Fasthorse. *Tolkapaya-English*. Xeroxed, xiv + 97 pp. [Monograph.]
- 1999** 16. Pamela Munro and Felipe H. Lopez. "Writing Zapotec". Xeroxed, 21 pp. [Popular article, incorporating analytical material not otherwise available, prepared for the UCLA Zapotec Writing Workshop.]
- 2006-08** 17. Pamela Munro, Brook Danielle Lillehaugen, and Felipe H. Lopez. *Cali Chiu: A Course in Valley Zapotec* (preliminary version). [Book (pedagogical grammar based on original research), over 600 pp. Preliminary version, with revisions; used for four years in courses taught by Lopez at UC San Diego and UCLA.] [www.lulu.com](http://www.lulu.com)
- 2008-2010** 18. Pamela Munro, Virgil Lewis, and Nicole Gfroerer, with Marcus Smith, Andrew Byrd, Kevin Ryan, Kyle Wanberg, Heather Willson, and Jennifer Fischer. *Shaap Kaij?* UCLA Academic Publishing (original and revision). [Book (pedagogical grammar based on original research containing otherwise unavailable

- descriptive material), over 270 pp. Used in Linguistics 114 and 191B.]
- 2012-2014** 19. Pamela Munro and Maurice Lopez, with Anita Lambey-Martinez, Jena Barchas-Lichtenstein, and Martha Clayton. *Adimureha waman Garifuna (Let's Speak Garifuna)*. UCLA Academic Publishing (original and two revisions). [Book (pedagogical grammar based on original research containing otherwise unavailable descriptive material). Used in Linguistics 114 and 191B.]
- 2013** 20. Lillehaugen, Brook Danielle, Pamela Munro, Felipe H. Lopez, Roberto Antonio Ruiz, and Josefina Antonio Ruiz with Henry Bradford, Helen Felker, Katie McCormick and Rachel Elizabeth Weissler. 2013. Tlacolula Valley Zapotec Talking Dictionary, pilot version. Living Tongues Institute for Endangered Languages. <http://www.talkingdictionary.org/zapotec>.
- 2015** 21. Pamela Munro and Maurice Lopez, with Anita Lambey-Martinez, Jena Barchas-Lichtenstein, and Martha Clayton. *Adimureha waman Garifuna (Let's Speak Garifuna)*. UCLA Course Reader Solutions. [Book (pedagogical grammar based on original research containing otherwise unavailable descriptive material, revised from B19). Used in Linguistics 114 and 191B.]
- 2016** 22. Pamela Munro, Maurice Lopez, Anita Lambey-Martinez, and Virginia M. Martinez-Ciego, with input from Jena Barchas-Lichtenstein, and Martha Clayton. *Adimureha waman Garifuna (Let's Speak Garifuna)*. UCLA Course Reader Solutions. [Book (pedagogical grammar based on original research containing otherwise unavailable descriptive material, revised from B21). Used in Linguistics 114.]
- 2017** 23. Pamela Munro, Virginia M. Martinez-Ciego, Maurice Lopez, and Anita Lambey-Martinez. *Adimureha Wamaa Garifuna (Let's Speak Garifuna)*. UCLA Course Reader Solutions. [Book (pedagogical grammar based on original research containing otherwise unavailable descriptive material, revised from B22). Used in Linguistics 114.]

### Section C — Work in Progress

1. (Appeared as A32.)
2. (Appeared as A33.)
3. (Appeared as A39.)
4. (Appeared as A38.)
5. (Appeared as A35.)
6. (Appeared as A42.)
7. (Appeared as A40.)
8. (Appeared as A51.)
9. (Appeared as A53.)
10. (Appeared as A43.)
11. (Appeared as A47.)
12. (Appeared as A44.)
13. (Appeared as A45.)
14. (Appeared as introduction to A45.)
15. (Appeared as A46.)
16. (Appeared as A52.)
17. (Apparently this item never appeared.)
18. (Appeared as A56.)

19. (Appeared as A78.)
20. (Appeared as A66.)
21. (Appeared as A59.)
22. (Appeared as A68.)
23. (Appeared as D9.)
24. (Appeared as A65.)
25. (Appeared as A67.)
26. (Appeared as A97.)
27. (Appeared as A98.)
28. (Appeared as A73.)
29. (Appeared as A80.)
30. (Appeared as A83.)
31. (Appeared as A88.)
33. (Appeared as A111.)
34. (Appeared as A104.)
35. (Appeared as A109.)
36. (Appeared as A105.)
37. (Appeared as A108.)
38. (Appeared as A132.)
39. (Appeared as A123.)
40. (Appeared as A116.)
41. Pamela Munro. "La sistema de clíticos del zapoteco del valle de Tlacolula." In the proceedings of the Coloquio María Teresa Fernández de Miranda, Oaxaca (2008). [Research article. Perhaps this will never be published....]
42. (Appeared as A118.)
43. (Appeared as A121.)
44. Susan L. Morris, John R. Johnson, Pamela Munro, Steven J. Schwartz, and Ernestine Ygnacio-De Soto. "The Lone Woman's Nicoleño Language." Accepted by the Journal of California and Great Basin Anthropology.

## Section D — In-House Working Papers

- 1975** 1. Pamela Munro. "Reanalysis and elaboration in Yuman negatives", *Linguistic Notes from La Jolla* (University of California, San Diego) 5: 36-62. (Formerly A6.) [Research Article]
- 1980** 2. Pamela Munro, ed. *Studies of Switch-Reference*, UCLA Papers in Syntax 8. (Introduction, pp. 1-4.) (Formerly A29.) [Edited book; introduction in edited book.]
  3. Pamela Munro. "On the syntactic status of switch-reference clauses: The special case of Mojave comitatives." In *Studies of Switch-Reference* (above, D2), 145-159. (Formerly A30.) [Research article.]
  4. Pamela Munro. "A questionnaire on switch-reference." In *Studies of Switch-Reference* (above), 4-6. (Formerly A31.) [Note.]
- 1987** 5. Pamela Munro, ed. *Muskogean Linguistics*, UCLA Occasional Papers in Linguistics 6. (Introduction, "Muskogean studies at UCLA", pp. 1-6.) [Edited book; introduction in edited book.]
  6. Pamela Munro. "Some morphological differences between Chickasaw and Choctaw." In *Muskogean Linguistics* (above, D5). [Research article.]
- 1989** 7. Florencia Raquel Aranovich, et al., *U.C.L.A. Slang: A Dictionary of Slang*



- Words and Expressions used at U.C.L.A.*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 8. (Sole author of Brief Guide, p. 3; Introduction, "The U.C.L.A. slang project", pp. 5-14.) (Considerably revised and published as A63; cf. also A64.) [Monograph. Co-authors were UCLA undergraduates. See A64.]
- 1991** 8. Pamela Munro and Dieynaba Gaye, *Ay Baati Wolof: A Wolof Dictionary*, UCLA Occasional Papers in Linguistics 9. [Book.]
- 1992** 9. Pamela Munro, Nellie Brown, and Judith G. Crawford. *A Mojave Dictionary* (considerably revised and more than tripled in length from earlier B2). UCLA Occasional Papers in Linguistics 10. [Book.]
- 1993** 10. Ather Ali, et al., *U.C.L.A. Slang 2*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 12. (Sole author of Introduction, pp. 5-18.) [Monograph. Co-authors were UCLA undergraduates.]
- 1996** 11. Pamela Munro, ed. *Cherokee Papers from UCLA*, UCLA Occasional Papers in Linguistics 16. (Sole author of Introduction, pp. 3-7.) [Edited book; introduction in edited book.]
12. Pamela Munro. "The Cherokee Laryngeal Alternation rule". In *Cherokee Papers from UCLA* (above, D11). [Research article.]
- 1997** 13. Jennifer Benedict, et al., *U.C.L.A. Slang 3*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 18. (Sole author of Introduction, pp. 3-28.) [Monograph. Co-authors were UCLA undergraduates.]
14. Pamela Munro and Dieynaba Gaye, *Ay Baati Wolof: A Wolof Dictionary (Revised Edition)*, UCLA Occasional Papers in Linguistics 19. (Revised and greatly expanded from earlier D8.) [Book.]
15. Matthew Gordon, Pamela Munro, and Peter Ladefoged. "The Phonetic Structures of Chickasaw". *UCLA Working Papers in Phonetics* 95 (*Fieldwork Studies of Targeted Languages* 5): 41-67. [Research article. Revision contributed to A86, A88.]
- 2001** 16. Ashlee M. Bonds, et al., *U.C.L.A. Slang 4*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 22. (Sole author of Introduction, pp. 3-28.) [Monograph. Co-authors were UCLA undergraduates.]
- 2002** 17. Pamela Munro. "Pronominalization in Wolof and Haitian Creole". *Papers in African Linguistics* 2, ed. by Harold Torrence. UCLA Working Papers in Linguistics 8: 131-48. [Research article.]
- 2005** 18. Laura Ceron, et al., *U.C.L.A. Slang 5*, ed. Pamela Munro, UCLA Occasional Papers in Linguistics 23. (Sole author of introduction, pp. 3-26.) [Monograph. Co-authors were UCLA undergraduates.]
- 2009** 19. Erik Blanco, et al. *U.C.L.A. Slang 6*, ed. Pamela Munro. *UCLA Occasional Papers in Linguistics* 24. (Sole author of introduction, pp. 3-19.) [Monograph. Co-authors were UCLA undergraduates.]
- 2012** 20. Pamela Munro. "Interrogative Verbs in Takic." In *Theories of Everything (in Honor of Ed Keenan)*, ed. Thomas Graf, Denis Paperno, Anna Szabolcsi, and Jos Tellings, pp. 274-84. *UCLA Working Papers in Linguistics* 17. [Research paper.]
- 2014** 21. Pamela Munro. "Talking about Location in Chickasaw." Carson T. Schütze and Linnaea Stockall (eds.), *Connectedness: Papers by and for Sarah VanWagenen*. *UCLA Working Papers in Linguistics* 18. [Research paper.]

## CURRICULUM VITAE

**Ellen J. Pearlstein**

**Professor, UCLA Department of Information Studies  
UCLA/Getty Program in Archaeological and Ethnographic Conservation  
Los Angeles, CA 90095  
epearl@ucla.edu**

### ***RESEARCH***

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Research interests include:

- Technical studies of organic materials used in fabrication, ceremonial or household service of cultural objects, and implications toward defining appropriate stewardship
- Effects of environmental agents such as temperature and light on the preservation of natural materials incorporated into cultural objects
- Sustainable environmental control of collections
- Tribal museums, self-representation and cultural preservation
- Conservation education and curriculum development
- Unifying conservation terminology for comprehension and digital access

### ***EDUCATION***

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- 1979, Advanced certificate in conservation, Conservation Center, Institute of Fine Arts, New York University
- 1976, M.A. Art history and archaeology, Columbia University
- 8/1975- Idyllwild School of Music and the Arts, Idyllwild, CA. Pueblo black painted pottery techniques and Hopi silversmithing techniques with acclaimed Native artists Maria Martinez and Fred Kabotie
- Summer 1972, Skowhegan School of Painting and Sculpture, Skowhegan, ME
- 9/69-6/73- Bachelor of Arts, Brooklyn College, Brooklyn, NY, summa cum laude and art department honors

### ***CURRENT ACADEMIC POSITIONS***

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- External Academic Adviser for the Getty Post-Baccalaureate Internship Program for Diversity in Conservation, August 2020-August 2021, 3.25%
- Professor, Information Studies 50%
- Professor, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials (50%)
- Internship Coordinator, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials
- Core faculty member, Cotsen Institute for Archaeology
- Core faculty member, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials
- Affiliated Faculty Member in the UCLA Interdepartmental Program in American Indian Studies

### ***OTHER CURRENT PROFESSIONAL POSITIONS***

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Ellen J. Pearlstein

- Member of the Scientific Group for Preparing Libraries, Archives, and Museums for Safe Operations During COVID-19 Pandemic, convened April 2020
- Associate editor, Journal of the American Institute for Conservation
- Board member, Connecting Cultures Mobile Museum
- Fellow, American Institute for Conservation
- Fellow, International Institute for Conservation
- Juror, 2019-2020 Rome Prize, Historic Preservation and Conservation, American Academy in Rome
- Chair and Jury Member, College Art Association/Heritage Preservation Award, 2013-2015
- President, Association of North American Graduate Programs in Conservation, 2016-present
- Vice-President, Association of North American Graduate Programs in Conservation, 2011-2016

#### ***PREVIOUS ACADEMIC AND EDUCATIONAL POSITIONS***

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- Associate Professor, Information Studies (50%), UCLA, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials (50%), 8/01/09-6/30/2016
- Assistant Professor, Information Studies (50%), UCLA, UCLA/Getty Master's Program in Archaeological and Ethnographic Conservation (50%), 7/30/2008-7/29/09.
- Academic Coordinator (50%), Adjunct Asst. Professor (50%), UCLA/Getty Program in Archaeological and Ethnographic Conservation 4/15/05- 7/30/09.
- UCLA Extension, Collections Care, fall 2011, instructor and coordinator for multi-instructor course taught by UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials faculty and staff.
- UCLA Extension, Tribal Learning Community for Education and Exchange, designed and delivered blended live and online learning on collections care for tribal communities, summer 2008.
- American Research Center in Egypt, Fall 2007-09, Egyptian Antiquities Project, Cairo, Luxor, designed and delivered instruction about adhesives for use in conservation as part of 9 month conservation training program for Egyptian conservators.
- American Institute for Conservation, 9/11-9/15/06 Co-instructor with C. Velson Horie of professional 5 day course, "Adhesives for Conservation."
- The Conservation Center of the Institute of Fine Arts, New York University, 1991-2004 - Adjunct Professor of Conservation; Designed and co-instructed advanced graduate electives, including Deterioration and Conservation of Archaeological and Ethnographic Inorganic Materials (ceramics, metals, stone), and Exhibitions and Conservation; reader of graduate student Qualifying Papers; assisted in grant writing to support courses and colloquia in archaeological and ethnographic conservation.
- Conservation Center of the Institute of Fine Arts, New York University, 2004-2005 Chair of Curriculum Review committee: coordinated faculty, student, and professional member review of graduate conservation core curriculum. Program recommendations have been implemented by then Conservation Center Chair, Michele Marincola.

Ellen J. Pearlstein

- American Institute for Conservation, 12/03-7/05, Coordinated curriculum and teaching materials for “Adhesives for Conservation,” funded by the Getty Trust and NEH.
- UCLA/Getty Master’s Program in the Conservation of Ethnographic and Archaeological Materials, Curriculum planning for new graduate degree program, December 2004.
- Netherlands Cultural Institute, Amsterdam 2003, 2004 Instructor of two one week intensive courses in conservation of ethnographic objects made from varied materials, for metals specialist students at the Netherlands Cultural Institute, Amsterdam. Objects from the Rijksmuseum für Völkerkunde in Leiden (2003), and the Tropenmuseum in Amsterdam (2004), were analyzed, documented and treated by students.
- American Research Center in Egypt and the Supreme Council of Egyptian Antiquities, 1/26-2/18/99, developed, coordinated and co-instructed with George Wheeler (Columbia University and Metropolitan Museum of Art) a four week course in the conservation of stone monuments for Egyptian conservators. The course took place on site and in the lab at the Giza plateau, Cairo, and on the east and west banks of Luxor.

### **PREVIOUS PROFESSIONAL POSITIONS**

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- Chair, American Institute for Conservation Nominating Committee, May, 2012-June 1, 2015
- Brooklyn Museum of Art, Brooklyn N.Y., 1983-2005- position upon departure was Senior Conservator
  - Developed preservation policies and procedures for storage, exhibition, and travel of museum collections
  - Carried out technical and analytical examination, documentation, and treatments for thousands of objects
  - Developed project, internship, and fellowship budgets
  - Co-authored successful grants:
  - Institute of Museum and Library Services, Conservation Project Support
    - 1985, Survey of Latin American Colonial Furniture
    - 1987, Automated Museum - Wide Conservation Survey - Planning Phase
    - 1988, Conservation Environmental Improvement; Archival Storage Materials
    - 1990, Conservation survey of ethnographic textiles
    - 1998, \$ 50,000 to purchase new archival storage drawers to re-house 19,000 works of art in the Museum's collections of Asian Art, Decorative Arts, and Arts of Africa, the Americas and the Pacific.
    - 1999, \$ 50,000 to implement a two-year advanced internship in object conservation, focusing on stabilizing and conserving 155 Egyptian objects in preparation for their reinstallation in the Museum’s Egyptian Middle Kingdom and Early 18th Dynasty galleries.
    - 2004, \$ 43,948 to re-house the Museum's collection of 710 works from its permanent Asian art collections, including 185 ceramics and metalwork, 425 smaller textiles and carpet fragments, and 100 oversize carpets and rugs, in new storage furniture.
- Museums of America

- 2004, \$ 62,099, contributed conservation sections of grant for the preparation of Pre-Columbian and Native American collections for public installation in "Living Legacies: The Arts of the Americas," and "Ceremonies and Social Traditions."
- National Endowment for the Humanities
    - 1988, Conservation Survey of Stewart Culin Collection of Ethnographic American Indian Objects
    - 1989, Conservation Survey of Objects for Exhibition: "Colonial American Art"
  - National Endowment for the Arts
    - 1988, Conservation survey of European furniture
    - 1992, Conservation treatment of Hiram Brigham stained glass window
  - Project director for the conservation of objects in over 50 special exhibitions, including The Machine Age in America; Objects of Myth and Memory, Native American Art at the Brooklyn Museum; Cleopatra's Egypt; Converging Cultures: Art & Identity in Spanish America; Royal Persian Paintings, The Qajar Epoch, 1785-1925; and Sensation: Young British Artists from the Saatchi Collection. This included designing and conducting collections surveys and data analysis, project administration as lead conservator, coordination with curators, designers, mount fabricators and registrars, and conducting conservation treatments.
  - Developed and coordinated preventive policies for environmentally sensitive collections in the Brooklyn Museum, including materials testing program and increased rotations for light sensitive media
  - Co-curated and created didactics about technology and conservation for exhibitions, such as Converging Cultures: Art & Identity in Spanish America (1996), for the museum website and archaeological dig diary (2000-2005), and for museum's interactive hand held device (2004).
  - Served as a courier supervising packing and travel for more than a hundred loans.
  - Supervised and mentored graduate conservation interns and fellows from institutions including Buffalo State College; University of Delaware; New York University; Queens University (Kingston, ON); Conservation-restauration du Patrimoine, Paris; Conservation and Restoration Program, University of Applied Sciences, Erfurt (Germany); Netherlands Institute for Cultural Heritage; Institut of Conservation at the University of Applied Science and Arts, Hildesheim (Germany); Coptic Museum, Cairo (Egypt); Aswan Museum, Aswan (Egypt).
  - Served on the Brooklyn Museum's interdisciplinary committee (between 1990-2005) convened to respond to NAGPRA legislation, making recommendations to the museum Director
  - Temple Precinct for the Goddess Mut, Luxor, Egypt, 1990-2005-Conservator
    - First Brooklyn Museum conservator to participate in the museum's excavation at the Temple Precinct of the Goddess Mut at Luxor, Egypt.
    - Developed and equipped laboratory for treating ceramics, stone, and metal finds.
    - Performed surveys, documentation, site management, and conservation and storage for registered finds for 6 seasons
    - Supervised Egyptian conservators
  - University of Chicago, Oriental Institute Epigraphic Survey 3/1998, 1/1999

Ellen J. Pearlstein

- -Special projects conservator
- Responsible for examination, documentation, cleaning and reconstruction of over-life size 18<sup>th</sup> dynasty limestone dyad in Luxor Temple

### ***FELLOWSHIPS AND HONORS***

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- Spring 2011, 2017 sabbatical, UCLA
- 2009, Sheldon and Caroline Keck Award, American Institute for Conservation, for distinguished teaching and mentoring in the field of Conservation.
- 9/1982-8/1983 First recipient of the L.W. Fröhlich Fellow in Objects Conservation, Metropolitan Museum of Art; project undertaken was characterization of fatty films and their temperature dependent changes found on wood sculpture from Mali, Africa
- Summer 1972- Skowhegan School of Painting and Sculpture, Skowhegan, ME, attended on scholarship granted by Brooklyn College

### ***COURSES***

#### Current

- Issues in the Preservation of Heritage Materials, aimed at students earning Masters in Library and Information Studies (MLIS)
- Managing Collection for Museums, Libraries and Archives, MLIS and Conservation students
- Environmental Protection for Collections in Museums, Libraries and Archives, MLIS and Conservation students
- Conservation and ethnography
- Deterioration and Conservation of Organic Materials I
- Deterioration and Conservation of Organic Materials II
- Deterioration and Conservation of Organic Materials III
- Multiple supervised independent and field studies (in disciplines of Information Studies, Conservation, Archaeology, and master's thesis and doctoral dissertation writing in these same disciplines, designed to support both museum work and independent academic research)

#### Previous

- Preservation of cultural materials in tribal collections (blended online and in-person)
- Deterioration and Conservation of Archaeological and Ethnographic Inorganic Materials
- Exhibitions and Conservation

### ***DISSERTATION COMMITTEES***

Gracen Brilmyer, in process, "Proximity Matters: Disability, Erasure & the Archival Bond of Natural History" (IS)

Dalena Hunter, in process, "Out of the Archival Closet"



Caroline Joan Arbuckle, 2018, “A Social History of Coffins and Carpenters in Ancient Egypt” (Archaeology)

Mark Strothers Roosa, 2015, “Top Management Teams (TMT) in Academic /Research Libraries: Their Jobs; Their Responsibilities; Their Futures” (IS)

Julia Gosart, 2013, “The Protection of the Traditional Knowledge of Indigenous Peoples” (IS)

Ruth Bahylle, 2012, “Tribal records: a study in records, memory and power” (IS)

### **MASTERS THESIS COMMITTEES CHAIRED**

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#### *UCLA/Getty Conservation students unless otherwise indicated*

Austin Anderson, 2020, “Aging properties of found plastic objects used for the creation of contemporary African art”

Elena Bowen, 2020, “Properties of coconut shell as an artist’s material”

Emily Rezes, 2020, “Evaluating locally sourced materials for preservation housings in Peru”

Stephanie Geller, 2019, “Pieces of Old Clothing or Even Viler Things’:

the Utilization of Paper in Jewish and Christian Books in Medieval Italy and Iberia” (MLIS)

Angela Schwarz, 2018, “Management and Preservation of Animation Cels in Archives, Libraries, and Museums in the United States” (MLIS)

Mari Hagemeyer, 2018, “Testing the Effectiveness of a Novel Treatment for Denatured Leather and Skin Materials”

Hayley Monroe, 2018, “Conditioning Basketry Elements with Water and Ethanol: An Investigation into the Effects of Existing Conservation Methods”

Michaela Paulsen, 2018, “Visible effects of adhesive and pressure on color in kingfisher feathers”

Katharine Allen, 2016, “Building Bridges Between the Virtual and Real: A Study of Augmented and Virtual Realities in the Museum Space and the Collaborations That Produce Them” (MIAS)

Lesley Day, 2016, “Analytical techniques for the documentation of tortoiseshell patterning before and after light aging.”

Heather White, 2016, “An analysis of unidentified dark materials between inlaid motifs on Andean wooden qeros”

Alex Kosztowny, 2015, “Preservation of physical fashion forecasts” (MLIS)

Geneva Griswold, 2014, “Treatment of a Tuscarora headdress: Consultation and material selection”

Caitlin Mahony, 2014, “Examining two novel consolidants for the treatment of powdering leather suffering from the acidic deterioration commonly referred to as ‘red rot’”

Casey Mallinckrodt, 2014, co-chair, “The technical analysis of an ancient Egyptian/Ptolemaic sarcophagus lid from the collection of the San Diego Museum of Man”

Nicole Marie Loya Talamantes, 2013 “The conservator's compass: navigating a more collaborative future for the care of objects of indigenous patrimony” (American Indian Studies)

Nora Bloch, 2012, “UCLA's folklore monographs: an examination of how to handle the multitude of scarcity” (MLIS)

Ellen J. Pearlstein

Lily Doan, 2012, “From ethnographic to contemporary: how an artist interview may direct the study and conservation treatment of a Balinese *Cili* figure”

Nicole Ledoux, 2012, “An investigation of loss compensation materials for the conservation of coiled basketry”

Robin Ohern, 2012, “On the surface: a cultural and scientific analysis of two western African *Komo* masks’ surfaces”

Melanie Tran, 2012, “Institutional knowledge sharing of museum records” (MLIS)

Lauren Horelick, 2010, “The occurrence and detection of gunpowder in Haitian Vodou charms

Siska Genbrugge 2010 “Research and treatment of the flaking arsenic containing paint layers on a Ptolemaic mummy cartonnage”

Linda Lin 2010, “Technical study of two Japanese masks: investigating their attribution as a pair”

Molly Gleeson, 2008, “Conservation approaches and needs of Southern California tribal museums”

Allison Lewis, 2008, “The characterization of archaeological amber using ultraviolet fluorescence”

### ***EXTERNAL INVITED INSTRUCTOR***

June 24-28, 2019 Summer School: Conservation as a Human Science, Bard College Graduate Center.

October 2018, Care of Feathers and Feathered Artifacts, webinar for the Connecting to Collections Care Advisory Group.

November 16-17, 2017, invited instructor to present keratinous materials to first and second year students in the Winterthur-University of Delaware Program in Art Conservation.

### ***EXTERNAL DOCTORAL EXAMINER***

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External doctoral examiner for Marcelle Scott, dissertation topic: *Tradition, innovation and education: building the professional discipline of cultural materials conservation in Australia*, University of Melbourne, Australia, 2015-16.

Doctoral examiner and viva participant for Renata Peters, dissertation topic *Conservation as a champion for South American indigenous minorities’ aspirations*, University of College London, December 7, 2014

### ***EXTERNAL TENURE EXAMINER***

External examiner for Dr. Robyn Joyce Sloggett’s appointment to the Cripps Foundation Chair in Cultural Materials Conservation, University of Melbourne, Australia, 2017.

External research examiner in the tenure case of Dr. Vicki Cassman, University of Delaware, August 27, 2011

### ***PUBLICATIONS***

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**Book in preparation:**

Pearlstein, E., ed. *Readings in Conservation: Conservation and Stewardship of Indigenous Collections: Changes and Transformations*, Los Angeles: Getty Conservation Institute (in preparation).

**Book**

Pearlstein, E. ed. 2017, *Conservation of featherwork from Central and South America* London: Archetype Publications.

**Invited book chapters and articles:**

**Pearlstein, E.**, 2017 The behavior of pigments in Andean qeros, in *Materia Americana. The "body" of Spanish American images (16th to mid-19th centuries)*, 2 volume work in Spanish and English edited by Gabriela Siracusano and Agustina Rodriguez Romero (in press).

**Pearlstein, E.**, 2018 Bishop's miter and infulae; dialog with the creator of a colonial feathered liturgical vestment, "Dialogues" section of the newly founded journal, *Latin American & Latinx Visual Culture*, UCLA.

Clavir, Miriam and **Ellen Pearlstein**. 2018 Museum Conservation, *International Encyclopedia of Anthropology*, edited by Hilary Callan, Hoboken, NJ: John Wiley & Sons.

**Pearlstein, E.**, 2016, Displaying feathers, what history tells us, in *Images Take Flight; Feather Art in Mexico and Europe*, edited by Alessandra Russo, Gerhard Wolf, Diana Fane, Chicago: University of Chicago Press in collaboration with the Kunsthistorisches Institut-Max-Planck Institut in Florence and the Museo Nacional de Arte (MUNAL) in Mexico City, 422—31.

**Pearlstein, E.** 2015, Restoring Provenance to an American Indian Feathered Blanket in *Preserving our Heritage: Perspectives from Antiquity to the Digital Age*, edited by Michele Valerie Cloonan, Chicago: ALA Neal-Schuman, 555-565.

**Pearlstein, E.**, Mark Mac Kenzie, Emily Kaplan, Ellen Howe, Judith Levinson 2015, Tradition and Innovation, Cochineal and Andean Keros, in *A Red Like No Other: How Cochineal Colored the World*, edited by Carmella Padilla and Barbara Anderson, Rizzoli, NY and Museum of International Folk Art, Santa Fe, New Mexico, 44-51

**Peer reviewed publications:**

**Ellen Pearlstein**, George Wharton James and the undoing of indigenous basketry, *American Indian Culture and Research Journal* (in review).

**Ellen Pearlstein** and Bryn Potter, Identifying intrusive, non-Indigenous basketry in museum collections, *Museum Management and Curatorship* (in preparation).

Allison N. Curley, Alyson M. Thibodeau, Emily C. Kaplan, Ellen Howe, **Ellen Pearlstein**, Judith Levinson, Isotopic composition of lead white pigments on qeros: Implications for the chronology and production of Andean ritual drinking vessels during the colonial era, *Heritage Science* (in review).

Ellen Howe, Emily Kaplan, Richard Newman, James H. Frantz, **Ellen Pearlstein**, Judith Levinson, Odile Madden 2018, The Occurrence of a Titanium Dioxide/Silica White Pigment on Wooden Andean Qeros: A Cultural and Chronological Marker, *Heritage Science*, 6:41, <https://heritagesciencejournal.springeropen.com/articles/10.1186/s40494-018-0207-0>

Burr, Elizabeth, Lesley Day, **Ellen Pearlstein**, and Christian DeBrer, Interpreting Bromine in XRF Data from Organic Museum Collections, *Studies in Conservation* (resubmission).

**Pearlstein, E.**, 2017, Teaching sustainable collection care, *Journal of the American Institute for Conservation*.

**Pearlstein, E.**, 2016, Conserving ourselves; embedding significance into conservation decision-making in graduate education, *Studies in Conservation*.

O'Hern, R., **Pearlstein, E.** and S. Gagliardi, 2016, Beyond the Surface: Where Cultural Contexts and Scientific Analyses Meet in the Conservation of Komo Helmet Masks in Museum Collections, *Museum Anthropology*, 70-86.

**Pearlstein, E.**, Melissa Hughs, Joy Mazurek, Christel Pesme, Renée Riedler, Molly Gleeson 2015, Ultraviolet induced visible fluorescence and chemical analysis as tools for examining featherwork, *Journal of the American Institute for Conservation* 54:3.

**Pearlstein, E.**, M. Hughs, J. Mazurek, K. McGraw, C. Pesme, and M. Garcia-Garibay, 2014, Correlations between photochemical damage and UV fluorescence of feathers, *ICOM-CC 17th Triennial Conference, Melbourne, Australia September 15-19, 2014, Preprints*, 1-8.

Riedler, R., C. Pesme, J. Druzik, M. Gleeson, and **E. Pearlstein**, 2014, A review of color producing mechanisms in feathers and their influence on preventive conservation strategies, *Journal of the American Institute for Conservation*, 53:1, 44-65.

**Pearlstein, E.**, and D. Lohnas, 2013, Conservation outreach materials for a tribal museum without conservators, *Playing to the Galleries and Engaging New Audiences: the public face of conservation*, London: Archetype Publications, 222-231.

Kaplan, E., Howe, E. **Pearlstein, E.**, and J. Levinson, J., 2013, The Qero Project: Conservation and Science Collaboration Over Time, *Postprints of the Research and Technical Studies Group, American Institute for Conservation*.

O'Hern, R. and **E. Pearlstein**, 2013, Label removal from deteriorated leather-bound books, *Journal of the Institute of Conservation*, 36:2, 109-124.

Gleeson, M., **Pearlstein, E.**, Marshall, B., and R. Riedler, 2012, California featherwork: considerations for examination and preservation. *Museum Anthropology*, 35 (2) 101–114.

**Pearlstein, E.** and Gleeson, M., 2012, Developing a technical and condition database for California Native American featherwork, *Sharing Conservation*, Eds. Cristina D'Andrea, Ufficio Pubblicazioni Musei Vaticani, and Daniela Rullo, Gruppo Italiano dell'International Institute for Conservation (IGIIC).

de Alarcon , T., Ohern, R., Pearlstein, E. 2012, Case Studies in Basketry Repair: Two Abenaki Splint Baskets, *Journal of the American Institute for Conservation*, 51:123–143.

Riedler, R., **Pearlstein, E.**, Gleeson, M. 2012 Featherwork- Beyond decorative, Contributions to the Vienna Congress, *Studies in Conservation* 57: s1, S244-S249.

**Pearlstein, E.**, Gleeson, M., Riedler, R., 2012, Developing a technical and condition database for California Native American featherwork, *Collection Forum*, 26 (Issues 1/2) 12-30.

Gilliland, A., McKemmish, S., **Pearlstein, E.** et. Al. 2011, The Archival Education and Research Institute (AERI), Pluralizing the Archival Curriculum Group, “Educating for the Archival Multiverse”, *The American Archivist*, 74, 69–101.

**Pearlstein, E.**, Riedler, R., Gleeson, M., Druzik, J., Pesme C., 2011, Collaborations in the study of Native California featherwork, *ICOM-CC 16th Triennial Conference, Lisbon, Portugal, September 19-23, 2011, Preprints*, London: James and James.

Druzik, J., Gleeson, M., **Pearlstein, E.** and Pesme, Ch., Riedler, R., 2011, Das Museum, die Vogelfeder und der Streit ums Licht Aktuelle Entwicklungen in der Farbmessung und künstlichen Lichtalterung von Federfarben, *Restauero*, 7, 30-35.

Horelick, L. A.; **Pearlstein, E.**; Larson, H. R., April 2011, Seeing Versus Saving; Recommendations For Calculating Long-Term Light Damage To Library Special Collections, *Library Resources and Technical Services* 55:2, 82-91.

Druzik, J., Gleeson, M., **Pearlstein, E.** and Pesme, Ch., Riedler, R., 2010, Can feather colors fade? *Neue Methoden der Farbwertmessung in ethnographischen Sammlungen, "Farbe", Konservieren Restaurieren, Band 13, 22. Tagung des Österreichischen Restauratorenverbandes*, 12-13 November 2010, Museum Moderner Kunst.

**Pearlstein, E.** and Keene, L., 2010 Evaluating color and fading for flicker feathers; technical and cultural considerations, *Studies in Conservation* 55:10, 1-14.

**Pearlstein, E.** and Keene 2010 Fading behavior of red shafted flicker feathers, *Feather and Gut: Current Perspectives, Research and Treatments*, ICON, The Institute of Conservation, London (peer reviewed e-publication).

**Pearlstein, E.** 2010, Restoring Provenance to a Native American Feather Blanket, *Museum Management and Curatorship*, 24:2.

**Pearlstein, E.**, 2010 Conservation and Preservation of Museum Objects, *Encyclopedia of Library and Information Sciences*, Dr. Marcia J. Bates and Dr. Mary Niles Maack, editors, New York: Taylor and Francis Group LLC.

**Pearlstein, E.,** L. Brostoff, K. Trentelman, February 2009, A Technical Study of the Rosebud Winter Count, *Plains Anthropologist*, 54, no. 209.

**Pearlstein, E.,** De Brer, C., Gleeson, M., Lewis, A., Pickman, S., Gencay-Ustun, O, Werden, L., Fall/Winter 2008, An Examination of plant fibers used for Cahuilla baskets from Southern California, *Journal of the American Institute for Conservation*, 47:3.

**Pearlstein, E.,** Summer 2008, Collaborative Conservation Education: The UCLA/Getty Program and the Agua Caliente Cultural Museum, publication of proceedings of *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*.

**Pearlstein, E. J.** (Fall/Winter 2005) Introduction for Special Issue dedicated to Carolyn Rose, *Journal of the American Institute for Conservation* 44:3, 157-8

**E. Pearlstein,** E. Kaplan, E. Howe, and J. Levinson, 1999, Technical Analyses of Painted Inka and Colonial Qeros, *Objects Specialty Group Postprints*, American Institute for Conservation Annual Meeting.

E. Kaplan, **E. Pearlstein,** E. Howe, and J. Levinson, 1999, Analisis tecnico de qeros pintado de los Periodos Inca y Colonial, in *Iconos*, No. 2.

**E. Pearlstein,** 1999, Conservation of Three New Kingdom Statues in the Colonnade Hall in Luxor Temple, Egypt, in *Festschrift in Honor of Lawrence J. Majewski's 80th Birthday*.

**E. Pearlstein,** 1996 , “Safe Travel for Fragile Objects: Solutions for American Indian Art at the Brooklyn Museum”, at *Caring for American Indian Cultural Materials: Policies and Practices* , *Preprints of Symposium Sponsored Jointly by the National Museum of the American Indian and the Fashion Institute of Technology*, F. I. T., Graduate Division: NY.

**E. Pearlstein,** 1995, Conservation for the New Egyptian Galleries at The Brooklyn Museum, in *Conservation in Ancient Egyptian collections*, London: Archetype Books.

**E. Pearlstein** compiler with Michele Marincola, 1994, *Objects Specialty Group Postprints*, American Institute for Conservation, Volume 2.

**E. Pearlstein** and C. Krumrine, (Spring 1992), Maintaining the Myth and Memory: The Role of Conservation in a Native American Exhibition at The Brooklyn Museum, *American Indian Art* 17:2, 34-43.

**E.J. Pearlstein,** 1988, Fatty Bloom on Wood Sculpture, *Symposium 86, The Care and Preservation of Ethnological Materials*, Canadian Conservation Institute.

**E.J. Pearlstein,** May, 1986, Fatty Bloom on Wood Sculpture from Mali, *Studies in Conservation*, 31.

#### **Non-peer reviewed publications:**

**Ellen Pearlstein** and Bryn Potter, Identifying intrusive, non-Indigenous basketry in museum collections, *News from Native California* (in preparation)

**Pearlstein, E.**, Gleeson, M., Riedler, R., Fall 2011, Collaborating in the study of California featherwork, *News From Native California*, 25:1, 7-11.

### **Invited Newsletter /e- publications:**

Indian Arts Research Center. 2019. Guidelines for Collaboration (website). Facilitated by Landis Smith, Cynthia Chavez Lamar, and Brian Vallo. Santa Fe, NM: School for Advanced Research. <https://guidelinesforcollaboration.info/> , invited advisor.

**E. Pearlstein** May 29, 2018, “UCLA/Getty Looks Back on a Decade of Working with Agua Caliente Cultural Museum” LA Social Science Blogpost.

**E. Pearlstein** 2017, “Guidelines for Facilitating Work between American Indian Communities and Museums” *BACKDIRT*, ANNUAL REVIEW OF THE COTSEN INSTITUTE OF ARCHAEOLOGY AT UCLA

Invited statement about ‘ETHNOGRAPHIC CONSERVATION’ within Davis, S. March 2015, “Point of View. Objects of Potential: Commentary on ‘Objects’ Conservation”, *AIC News*, 40: 2, 6-9.

**E. Pearlstein**, Molly Gleeson and Renée Riedler - Developing a descriptive vocabulary for featherwork, 2015 web publication and audio recording of invited paper presented at *To study, preserve and display the feathers* held at the Musée du Quai Branly, Paris on the 29<sup>th</sup> and 30<sup>th</sup> of April

2014, [http://www.quaibranly.fr/fileadmin/user\\_upload/programmation/manifestations\\_scientifiques/colloques/colloque\\_Plumes/4-Pearlstein\\_Gleeson\\_Riedler\\_Developing\\_a\\_descriptive\\_vocabulary\\_for\\_featherwork.pdf](http://www.quaibranly.fr/fileadmin/user_upload/programmation/manifestations_scientifiques/colloques/colloque_Plumes/4-Pearlstein_Gleeson_Riedler_Developing_a_descriptive_vocabulary_for_featherwork.pdf)

**Pearlstein, E.**, Druzik, J., Pesme, C. Riedler, R., Gleeson, M. 2010, Anthropological Preventive Conservation: Fading assessment on works of feathers, *ICOM-CC Ethnographic Newsletter*, 31, 4.

**Pearlstein, E.**, Gleeson, M. 2009 Teaching Preservation of Tribal Collections in a Blended Format, International Council on Museums, Conservation Committee, *Ethnographic Working Group Newsletter* 30, 10-12

**E. Pearlstein**, September 2008, An Interview with Jim Black, founder and principal of Archetype Publications, in *American Institute for Conservation Newsletter*, Vol. 33:5.

### **Book reviews**

2017, Peer reviewer of submitted papers for Session 3: Engaging Community, for the publication *Engaging Conservation: collaboration across disciplines*, Nina Owczarek, Molly Gleeson, Lynn A. Grant (eds) (2018).

### **INVITED LECTURES/WORKSHOPS**

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Ellen J. Pearlstein

August 2020, invited panelist to discuss introducing sustainability into preservation and conservation education, Preservation Section of the Society of American Archivists, Chicago IL.

October 28-29, 2020, invited speaker for at the Museum am Rothenbaum, Kulturen und Künste der Welt (MARKK), Hamburg Germany, as part of The Initiative for Ethnological Collections.

June 26, 2019, invited instructor for session on conservators and anthropologists, in “Conservation as a Human Science”, Bard Graduate Center, New York.

April 3-5, 2019, invited keynote speaker for “Bridging Disciplines in the Study of African Art: The Curator-Conservator Connection,” Virginia Museum of Fine Arts.

December 1, 2018, invited speaker for UCLA Information Studies 60<sup>th</sup> Anniversary celebration, <https://is.gseis.ucla.edu/is-60th-anniversary-event-page/>.

November 6-10, 2018, invited participant in ART BIO MATTERS 2018, co-sponsored by the Metropolitan Museum and the Institute of Fine Arts, New York University.

June 19, 20, 2018, invited participant in a workshop devoted to Life Cycle Analysis Library and Beta Tool Development for Sustainable Cultural Heritage Preservation and Exhibition Practices, Pratt Institute, NY.

February 23, 2018, invited facilitator for conservation section of an international scholar’s day at the Los Angeles County Museum of Art, for *Painted in Mexico, 1700–1790: Pinxit Mexici*

February 19, 20, 2018, invited participant to a workshop on South American featherwork at the Ethnologisches Museum Berlin

April 12, 2017, invited panelist at “Lighting a Pathway: Community + Museum Guidelines for Collaboration,” School for Advanced Research, Indian Arts Research Center, part of “110 Years at SAR: Preservation, Policy, and Thought Leadership” series.

April 4, 2017, *Assessment of Significance and Decision-Making in Object Conservation*, presented to Art History and Conservation faculty and students, Scripps College, Claremont, CA.

Jan 2-6, 2017, invited participant in a weeklong workshop on developing graduate education in preventive conservation, Museo Nacional de Arte, and University of Engineering and Technology, Lima.

January 4, 2017, invited lecture *Preventive Conservation: Measures and Education*, at the University of Engineering and Technology, Lima.

September 16, 2016, Riverside Museum and University of CA Riverside, *California Tribal Baskets, Creation, Culture and Conservation*, lecture on caring for basketry directed toward tribal stewardship.

August 23, 2016, invited lecture presented *Assessment of Significance and Decision-Making in Object Conservation*, IZIKO South African National Gallery.



Ellen J. Pearlstein

August 22-26, 2016, IZIKO Museums and University of Cape Town, South Africa, Curatorial Honors Program, *History and Current Practices of Preventive Conservation*.

April 3, 2016, panel discussion with Gerhard Wolf, Diana Fane and Diana Magaloni-Kerpel, in honor of *Images Take Flight; Feather Art in Mexico and Europe*, edited by Alessandra Russo, Gerhard Wolf, Diana Fane.

February, 2016, Agua Caliente Cultural Museum, lecture on teaching tribally collaborative conservation of native baskets.

November 2015-present, Indian Arts Research Center at the School for Advanced Research, Santa Fe, implementing collaborative models for conservation documentation, decision-making, and treatment of indigenous collections. [http://sarweb.org/?iarc\\_conservation\\_seminar-p:2013\\_seminars](http://sarweb.org/?iarc_conservation_seminar-p:2013_seminars).

October 12-16, 2015, invited featherwork collections review with conservators at the Cultural Resources Center, National Museum of the American Indian, Suitland, MD.

April 2015, invited lecture *Defining conservation*, Conservation of Indigenous Collections Seminars, Indian Arts Research Center (IARC) at the School for Advanced Research (SAR).

March 1 - 3, 2015, invited lecture ...*what happens after university coursework is completed*, Arts and Cultural Heritage Workshop; exploring conservation education in South Africa, Andrew W. Mellon Foundation, Pretoria, South Africa.

February 12, 2015, invited lecture *Feathers and Exhibitions: Lighting for the Birds*, MacMillan Education Center, Smithsonian Museum of American Art.

November 14, 2014, *Significance and preservation of color in featherwork*, Guest lecture for graduate Art History students and faculty, Emory University.

November 13, 2014, 1-4pm, *Ethnographic and its implications for museum conservation*, Guest lecture in class at Emory University entitled Issues in the Conservation of Art and Cultural Property, Prof. Renee Stein.

November 13, 2014, *Conservation conversation*, Carlos Museum at Emory University, Conservators Robin O' Hern and Ellen Pearlstein, and art historian Susan Gagliardi, discuss ethical issues related to conserving African art objects in a lecture titled Beyond the Surface: Where Secrecy, Science, and Ethics Meet.

July 16, 2014, Represented UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials in Emerging Conservation Professionals Webinar: 'Beyond the Pre-requisites: Preparing for Graduate Education in Art Conservation'.

April 28-29 2014, Musée du Quai Branly, *To study, preserve and display the feathers*, invited papers presented by anthropologists, conservators, curators, scientists. [http://aeaerestaurateur.org/wp-content/uploads/2013/12/Plumes-call\\_for\\_paper-14-11-2013.pdf](http://aeaerestaurateur.org/wp-content/uploads/2013/12/Plumes-call_for_paper-14-11-2013.pdf)

Ellen J. Pearlstein

March 28, 2014, volunteer presenter about conservation and collection care at Career Fair for high school students, Robert F. Kennedy Schools, organized by the Fulfillment Fund, Los Angeles.

March 2014, International Seminar “Cochineal and qeros”, at *Materiality between art, science and culture in the Viceroyalties (16th – 18th centuries)* focused on “Flores, frutos e insectos colorean América”, sponsored by The Getty Foundation- Universidad Nacional de San Martín, Argentina, March 3-7, 2014.

November 2013/May 2014, Indian Arts Research Center at the School for Advanced Research, Santa Fe, implementing collaborative models for conservation documentation, decision-making, and treatment of indigenous collections. [http://sarweb.org/?iarc\\_conservation\\_seminar-p:2013\\_seminars](http://sarweb.org/?iarc_conservation_seminar-p:2013_seminars)

5/2012, *Sources and Resources: collaborating with weavers in basketry preservation*, invited public lecture at Arizona State Museum, University of Arizona, part of a four part lecture series in conjunction with the exhibition “Basketry Treasured.”

4/18/2012, *Deciphering a feathered blanket in the Agua Caliente Cultural Museum*, Agua Caliente Cultural Museum, Palm Springs, CA. invited public lecture.

2/09/2012, *Cultural studies as a component of conservation research; the case of California featherwork*, co-presented with Molly Gleeson, introduction by James Druzik, invited lecture at the Getty Conservation Institute.

10/4/2011, Developing a technical and condition database for California Native American featherwork, co-authored with Molly Gleeson, invited paper to represent North America at *Sharing Conservation. Several approaches to the conservation of art made with different materials*, Stefania Pandozy coordinatrice Laboratorio di Restauro Polimaterico Musei Vaticani, Lorenzo Appolonia Presidente Gruppo Italiano dell’International Institute for Conservation (IGIIC).

6/29/11 *Collaborative research in the fading behavior of Native American featherwork*, United States and Wildlife Forensics Laboratory, Ashland, Oregon.

6/2010, “Fading behavior of museum featherwork,” lecture and co-instruction of workshop at Canadian Conservation Institute, Ottawa, sponsored by *Canadian Association for Conservation*, and lead by Allyson Rae, formerly Head of Organic Artefacts Conservation Section, British Museum.

5/2010, “Collaborative Museum Partnerships in Collections Stewardship,” panelist at the *American Association of Museums annual meeting*, Los Angeles, panel chair: Meredith Vasta, Mashantucket Pequot Museum.

2/2009, “Making it Stick: Teaching Adhesives in a Conservation Field School in Luxor, Egypt,” Winterthur-University of Delaware Program in Art Conservation, Winterthur, DE.



Ellen J. Pearlstein

09/2007 "Preparing for the Future," *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*, Canadian Conservation Institute, invited panelist for discussion about how to engage indigenous youth in the preservation of their cultural heritage.

8/2007 Presented two invited lectures on feather composition and coloration as part of an Institute of Museum and Library Services funded project on the conservation of three royal feathered cloaks at Bernice Pauahi Bishop Museum, Honolulu, HI.

9/1986 "Fatty Bloom on Wood Sculpture from Mali," at *Symposium '86, The Care and Preservation of Ethnological Materials*, Ottawa.

### **LECTURES \_SELECTED FOR PRESENTATION**

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May 2019, presenting "Respect for language; a first step in conservation relevance" at American Institute for Conservation Annual Meeting pre-session entitled Global Relevance / Local Action: Conservation at Work in Communities.

April 2019, "A Model Cooperative Conservation Project", poster presented by Jennifer Stone and Therese Chung, Barona Cultural Center and Museum, at the Association of Tribal Archives, Libraries and Museums.

May 31, 2018, co-presenting with Hayley Monroe, "Conditioning Basketry Elements with Water and Ethanol: An Investigation into the Effects of Standard Conservation Methods", American Institute for Conservation Annual Meeting, Houston TX

May 31, 2018, co-presenting with Michaela Paulson, "Visible Effects of Adhesive and Pressure on Color in Kingfisher Feathers", American Institute for Conservation Annual Meeting, Houston TX

May 31, 2017, co-presented with Lesley A. Day and J. Claire Dean, "A Pole with a Story: Innovative conservation and documentation of an American Indian Story Pole", American Institute for Conservation Annual Meeting, Chicago, IL.

July 2015, facilitated a panel discussion about conservators working with indigenous communities in symposium *Poles, Posts and Canoes*, Hibel Cultural Center, Tulalip WA.

September 15-19, 2014, "Correlations between photochemical damage and UV fluorescence of feathers." *International Council of Museums-Conservation Committee 17th Triennial Conference, Melbourne Australia*.

May 28-31 2014, "Ultraviolet induced visible fluorescence and chemical analysis as tools for examining featherwork." *American Institute for Conservation Annual Meeting*.

5/2012, "The Qero Project: Conservation and Science Collaboration Over Time", co-presented with Emily Kaplan, Ellen Howe and Judith Levinson, *Annual Meeting of the American Institute for Conservation*.

Ellen J. Pearlstein

11/13-17/2011, "Conservation outreach materials for a tribal museum without conservators", co-presented with Dawn Lohnas at *Playing to the Galleries and Engaging New Audiences: the public face of conservation*, Williamsburg, VA.

9/19-23/2011, "Collaborations in the study of Native California featherwork", *International Council on Museums-Conservation Committee 16th Triennial Conference, Lisbon, Portugal*.

11/2010, Druzik, J., Gleeson, M., Pearlstein, E., Pesme, C., Riedler, R., "Can feather colors fade?" *Neue Methoden der Farbwertmessung in ethnographischen Sammlungen. Vienna, Austria, 22. Tagung des Österreichischen Restauratorenverbandes (ÖRV), 12-13. November, Museum Moderner Kunst*

4/2010, "UCLA/Getty Master's Program at La Señora and in the Community," at the workshop *Exploring the Cultural Heritage of Santa Monica Canyon*, co-hosted by UCLA Cotsen Institute and La Señora.

3/19/2010, Molly Gleeson, Ellen Pearlstein, Allison Lewis, Ozge Gencay Ustun, Elizabeth Werden, Steven Pickman, and Christian DeBrer, "Examination and Documentation of Plant Fibers Used in Southern California Basketry," *Society for California Archaeology Annual Meeting*, Riverside, CA.

12/09, "Making it Stick: Teaching Adhesives in a Conservation Field School in Luxor, Egypt," *Cotsen Institute of Archaeology Pizza Talk*, UCLA, Los Angeles.

10/2009 "Fading behavior of red shafted flicker feathers," presented at *Feather and Gut: Current Perspectives, Research and Treatments*, York, England.

9/07 "Collaborative Conservation Education: The UCLA/Getty Program and the Agua Caliente Cultural Museum", *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*.

5/07, "Technical Study of the Rosebud Winter Count," *Cotsen Institute of Archaeology Pizza Talk*.

6/98 "Inka and Colonial Period Qeros: A Collaborative Technical Study", presented at the Objects Specialty Group Session of the *Annual Meeting of the American Institute for Conservation*.

10/19-20/96 "Safe Travel for Fragile Objects: Solutions for American Indian Art at the Brooklyn Museum", at *Caring for American Indian Cultural Materials: Policies and Practices*, Symposium Sponsored Jointly by the National Museum of the American Indian and the Fashion Institute of Technology, NY.

9/94 "Conservation for the New Egyptian Galleries at The Brooklyn Museum" presented at *Conservation in Ancient Egyptian Collections*, conference organized by the IIC-UK and held in London.

Ellen J. Pearlstein

5/91 "Preservation and Access: New Egyptian Storage at The Brooklyn Museum", with L. Ransick, at the *Seventeenth Annual Conservation Training Programs Conference, N. Y.*

10/91 and 11/92 Participant in a panel discussion about "Objects of Myth and Memory, American Indian Art from The Brooklyn Museum," held at The Brooklyn Museum and The Heard Museum, Phoenix, AZ.

10/89 "Conservation Problems with Special Exhibitions: A Case Study of 'The Machine Age in America'" with Jane Carpenter, at *Conservation of 20th century Materials*, sponsored by The Decorative Arts Society, NY.

### **ORGANIZED EXHIBITIONS**

May 2015, Skye Gomez, Agua Caliente Cultural Museum Oral History Project, Interviewed for an oral history about basketry conservation, to provide an audio transcript for use by researchers, and for use in an exhibition of tribally informed UCLA/Getty student conservation work on the analysis and conservation of native baskets.

2015, Invited to serve as co-curator of an exhibition at the Agua Caliente Cultural Museum featuring tribally collaborative UCLA/Getty conservation student work on the analysis and conservation of native baskets.

Launched 10/2011, "Western Science Seeks Cultural Knowledge," Agua Caliente Cultural Museum, virtual exhibition of UCLA/Getty Program in Archaeological and Ethnographic Conservation student work on the analysis and conservation of native baskets,  
<http://www.accmuseum.org/Introduction2>

5-7/2009, Conservation and analysis of organic materials from the Agua Caliente Cultural Museum, UCLA Young Research Library,  
<http://uclagettyprogram.files.wordpress.com/2010/12/2010-backdirt-exhibit.pdf>

### **ORGANIZED MEETINGS/ PANELS**

July 7-13, 2019, lead organizer for 18-person workshop, part of the Andrew W. Mellon Opportunity for Diversity in Conservation.

April 11-13, 2019, lead organizer and fundraiser for the Annual Meeting of the Association of North American Graduate Programs in Conservation, held at UCLA, the Getty Villa and the J. Paul Getty Museum. In kind donations of over \$ 20K, cash donations of \$2K. Supervised graduate student work on all aspects of meeting.

July 8-14, 2018, lead organizer for 15-person workshop, part of the Andrew W. Mellon Opportunity for Diversity in Conservation.

May 30, 2018, chaired a proposed panel discussion entitled "Diversifying conservation in the U. S.: What's happening now?" at the pre-session *Whose Cultural Heritage? Whose Conservation Strategy?* American Institute for Conservation Annual Meeting, Houston TX

Ellen J. Pearlstein

Fall 2016, UCLA Graduate School of Education & Information Studies, arranged four specialist lectures on analysis and conservation of books and manuscripts, supported by Andrew W. Mellon planning grant.

April 25-27, 2013, lead organizer and fundraiser for the Annual Meeting of the Association of North American Graduate Programs in Conservation, arranged for UCLA/Getty Program in Archaeological and Ethnographic Conservation to host the first ever annual meeting on the west coast, a forum for the presentation of student and professional scholarly papers.

Summer 2012, served as liaison between UCLA and the Los Angeles County Museum of Arts (LACMA) Conservation Center for Watts Towers summer diversity internships and graduate fellowships in conservation and archives. Supported by a grant to LACMA by the Ahmanson Foundation.

10/27-30/2011, *California Indian Conference, California State University, Chico*. Co-organizer with Molly Gleeson of panel including native regalia makers, weavers and conservators devoted to California featherwork.

5/26/2011, “Conservation as commodification: Hopi *tithu* in museum collections,” Preserving and Protecting the Cultural Heritage and Intellectual Property of Indigenous Peoples: The case of the Hopi, co-organized with UCLA American Indian Studies Center and the World Indigenous Protection Organization. *Side Events at the Tenth Session of the United Nations Permanent Forum on Indigenous Issues, 16-27 May 2011*.

5/2010, “Incorporating tribal communities into graduate education in ethnographic conservation” at Curation and Conservation for Tribal Collections, Getty Villa, organized and chaired workshop

10/2009 “Tribal Museum Education in Collections Care,” panel co-presented with Molly Gleeson (UCLA/Getty ’08) and Helene Rouvier (Cultural Director, Wiyot Tribe) presentation at *Tribal Libraries, Museums, and Archives Meeting* in Portland, OR

June 7-8, 2008, UCLA/Getty Program in Archaeological and Ethnographic Conservation with the Cotsen Institute of Archeology, hosted the symposium supported by NEH funds, “Storage: Preservation and Access of Archaeological Collections,” which explored issues surrounding the creation of stable, accessible storage of portable finds from excavations. The worldwide importance of this topic was indicated by attendance by 175 delegates from Canada, England, Greece, New Caledonia, Peru, Turkey, United Arab Emirates, as well as all over the United States. The presence of archaeologists, conservators, collections managers, archivists, bioanthropologists, cultural resource managers, digital documentation specialists, and imaging scientists reinforces the interdisciplinarity of the topic.

June 17-19, 2004, Feather Creations: materials, production and circulation. New York, Hispanic Society-Institute of Fine Arts.

Co-organized an NEH funded one day colloquium at Institute of Fine Arts for art historians, anthropologists, conservators, and members of the tribal museum community on care practices in tribal museums

***INVITED ADVISORY ROLES***

- 2019-2021, Institute of Museum and Library Services, “Continuing Conservation Research Challenges: The Impact of Cleaning and the Preservation and Restoration of Color on Historic Taxidermy.” American Museum of Natural History, invited external advisor.
- July 6, 2018, University of Pretoria, invited to attend a curriculum planning meeting for newly created conservation graduate program in South Africa (declined due to Mellon Diversity Workshop on Jul 9-14).
- April 20, 2016, University of Delaware, invited member of working group to explore preventive conservation within the university environment.
- Summer 2015, member of the scientific committee for The ExPres project, which aims to develop App ExPres, an IT tool that will help conservators interpret effects of light on appearance of artwork in order to implement lighting policy for the most vulnerable and valuable collection items, Christel Pesme, PI.
- April 2015, November 2015, Delegate, Conservation of Indigenous Collections Seminars, Indian Arts Research Center (IARC) at the School for Advanced Research (SAR).
- March 1 - 3, 2015, Delegate, Arts and Cultural Heritage Workshop; exploring conservation education in South Africa, Andrew W. Mellon Foundation, Pretoria, South Africa.
- Nov 6-7, 2014, *Preventive Conservation Education: Quo vadis?* Meeting of conservation educators and members of the Getty Conservation Institute’s Managing Collection Environments Initiative to discuss development of shared instructional resources. [Organized follow-up meeting in May 2015 at American Institute of Conservation Annual Meeting to refine project goals.]
- March 6, 2014, External reviewer for Getty Conservation Institute Visiting Scholars Program
- 2011-2012, member of the International Council of Museums-Conservation Committee/Ethnographic Working Group Committee on Name Change
- 2012-13, Program Committee for the American Institute for Conservation Annual Meeting, May 2013.
- Mar 12, 2013 Andrew W. Mellon Foundation, meeting to review progress on education in the conservation of library materials.
- 1/2013, Cultures of Conservation, Bard Graduate Center, dean of Decorative Arts, Design, History, Material Culture, to discuss a new initiative entitled Cultures of Conservation, designed to embed material understanding into the study of material heritage.
- Summer 2010-Summer 2013, Consultant for the initial phase of the university education component of the MOSAIKON Initiative. MOSAIKON is a partnership of four institutions: the Getty Conservation Institute, the Getty Foundation, ICCROM (the International Centre for the Study of the Preservation and Restoration of Cultural Property), and the International Committee for the Conservation of Mosaics (ICCM).

Ellen J. Pearlstein

- November 7, 8, 2011, participant for review of Getty Conservation Institute series Readings in Conservation. Committee evaluated readings and identified topics for upcoming titles.
- 2009-2012, The University of Chicago Graham School of Continuing Liberal and Professional Studies, Artifact Collection Care Advisory Board member.
- Winter 2010, participant in meeting hosted by the Mellon Foundation entitled Book and Paper Conservation Training, to evaluate future education initiatives in book conservation.
- 12/05-9/06- Andrew W. Mellon Foundation, member of committee (2 conservators, 1 former graduate conservation program director, 1 American Indian education specialist) to evaluate the Mellon Fellowship Program for Art Conservation Training at the National Museum of the American Indian.
- 3/6-3/10/06-Museum für Völkerkunde, Vienna (now Welt Museum Wien), invited to assist staff conservators in planning symposium of the conservation of Mexican feather work, to accompany exhibition (postponed due to funding).
- 1/1-7/2004- served as conservation consultant to curators Diana Fane (Emeritus, Brooklyn Museum), Alessandra Russo (currently Art History faculty, Columbia University) and Gerhard Wolf (Director of the Kunsthistorisches Institut, Florence) to assist with developing colloquium "Feather creations: materials, production and circulation," held 6/17-19/2004 at the Institute of Fine Arts, NYU and the Hispanic Society of America, NY.

## **GRANTS AND AWARDS**

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- 2019-2020, UCLA Office of Interdisciplinary & Cross Campus Affairs, \$ 5000 toward evaluation of effects of community consultation on the cross campus study of historic African art in the Fowler Museum.
- 2019, Andrew W. Mellon Foundation, \$ 900,000 in funding for pre-program education for students underrepresented in the field of conservation.
- 2019, selected as one of two candidates from UCLA to compete for an NEH Summer Stipend in 2020.
- 2016, Andrew W. Mellon Foundation, \$ 450,000 in funding for pre-program education for students underrepresented in the field of conservation.
- 2015, Andrew W. Mellon Foundation, \$ 200,000 in funding for planning a "Masters in Library and Information Studies (MLIS) Conservation Specialization at Graduate School for Education & Information Studies, University of California – Los Angeles."
- 2015, Yosemite Museum, National Park Service Cooperative Agreement award of \$ 62,000, in support of student research of collections by Conservation and Information Studies students working under my supervision during summers 2016, 2017.
- 2015, Marie Curie Innovative Training Network, \$ 25,000, "New Approaches in the Conservation of Contemporary Art" (NACCA); partnership with Museo Novecento in Milan in support of doctoral student research at UCLA, focusing on conservation of contemporary art and ethnographic materials: relationships, similarities and differences.



## Ellen J. Pearlstein

- 2015, Suzanne Deal Booth, Award of \$ 5,325 in support of publication of edited volume about feather identification and conservation.
- 2015, Tulalip Tribal Council, award of \$ 12,000 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2015.
- 2014, Transdisciplinary Seed Grant, \$ 25,000, Identification and measurement of photochemically induced amino acid changes in bird feathers as early markers of light induced degradation, co PI with Joseph Loo (UCLA), Rachel Loo (UCLA), Joy Mazurek (Getty Conservation Institute), Michael Nshanian (UCLA).
- 2014, Tulalip Tribal Council, award of \$ 10,000 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2014.
- 2013, Tulalip Tribal Council, award of \$ 9800 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2013.
- 2012, TruVue, Inc., \$ 3000 toward expenses for ANAGPIC meeting in Los Angeles, April 2013.
- 2012, Transdisciplinary Seed Grant, \$ 14,000, Identification and measurement of chemical and microstructural changes in bird feathers as early markers of light induced degradation, co-PI with Miquel García-Garibay (UCLA), Kevin McGraw (ASU), Melissa Hughs, (UCLA), James Druzik, Christel Pesme (Getty Conservation Institute).
- 2011, Initiated discussions resulting in Andrew W. Mellon Foundation \$ 1 million challenge endowment grant to the UCLA/Getty Master's Program.
- 2011, Principal investigator for UCLA, Andrew W. Mellon Foundation Conservation Education Residency, \$ 206,000.
- 2010, Co-Principal investigator UCLA Research Grant Institute of American Cultures, Protecting Cultural and Intellectual Property: The case of the Hopi *tithu* (ceremonial dolls), \$ 7500.
- 2010, Principal investigator UCLA Program in American Indian Studies mini-grant, Curation and Conservation for Tribal Collections, \$ 4080.
- 2010, Co-Principal investigator Andrew W. Mellon Foundation award for graduate internships and conference attendance, \$ 301,000.
- 2009, Principal investigator, NEH Preservation and Access Education and Training Grant for graduate internships and conference attendance, \$ 201,512.
- 2009, Principal investigator, Samuel H. Kress Award for graduate conservation internships in Europe, \$ 13,500.
- 2008, Getty Conservation Institute, post-graduate Education contract awarded to Molly Gleeson to assist Ellen Pearlstein in teaching tribal collections preservation in a blended format, \$ 8000.
- 2008, Principal investigator, Friends of Heritage Preservation for a study trip to Argentina to develop a Cotsen Institute, UCLA field school in museum conservation methods, \$ 2427
- 2008, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and research about Miwok tribal value placed on coloration of red shafted flicker feathers (*Colaptes cafer*), \$ 3000.

Ellen J. Pearlstein

- 2008, Principal Investigator, Andrew W. Mellon Foundation for 9 conservation program students, faculty and staff to attend the Association of North American Graduate Programs in the Conservation of Cultural Materials meeting, \$ 6,000.
- 2007, Principal Investigator, NEH Preservation and Access Education and Training Grant for educational programs in the UCLA/Getty Master's Program in the Conservation of Archaeological and Ethnographic Materials. Funds used to support adjunct lecturers, and speaker costs and publication of Cotsen Institute symposium, "Storage: Preservation and Access of Archaeological Collections," June 7-8, 2008, \$ 78,136
- 2007, Cotsen Institute of Archaeology, cost share contribution to NEH grant for publication of symposium proceedings, \$ 15,000.
- 2007, Principal Investigator for \$ 25,000 award, Sidney Stern Family Trust, toward UCLA/Getty Program endowment.
- 2007, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and presentation at Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches, \$ 3000.
- 2007- FAIC Professional Development Individual Scholarship to attend "Assessing the Skin" Workshop, June 23-25, 2007, Winterthur-University of Delaware Program in Art Conservation
- 2006- FAIC Professional Development Individual Scholarship to conduct research on Lakota winter count (results have been published)
- 2006, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and research on Lakota winter count at Smithsonian Institution, \$ 3000.
- 2005, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance used for IDP promotion, \$ 3000.
- 2001- FAIC/Kress Publication Fellowship to write a textbook on preventive conservation (in process)
- 2001- National Center for Preservation Technology and Training grant to write a textbook on preventive conservation.
- 1994- Andrew W. Mellon Foundation Conservation/Curatorial award at the Brooklyn Museum of Art to support collaborative technical research between conservators at the American Museum of Natural History, the Brooklyn Museum, the Metropolitan Museum, and the National Museum of the American Indian on Inca and Colonial wooden *qeros* from the Andes
- 1986 and 1994- Samuel H. Kress Foundation funds to present papers in Ottawa and London, respectively

### **UNIVERSITY SERVICE**

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Spring 2018 Graduate Summer Mentorship Program- reviewer

### **Graduate School of Education and Information Studies**

2014-2020, Member of Diversity Committee

2011-2013, 2019-2020, Member of Faculty Executive Committee



Ellen J. Pearlstein

2010, 2015, Reviewer of UCLA Library staff position promotions

### **Information Studies**

2017-2018, Member of Doctoral Programs Committee

2016-3/2017, Member of Doctoral Programs Committee (excepting spring sabbatical)

2015-2016, Administrator for department diversity paper award

2015-2016, Member of portfolio process review committee

2013-2014, Member of the faculty search committee for Children's Librarianship

2014-2016, Member of the Doctoral Programs Committee

2013-2015, Member of the Diversity Committee

2009-2014, 2019-2020 Member of the Professional Program Committee

2010-2014, Member of the Committee to Oversee the Inter-Departmental Moving Image Archives Studies Program

2008, Member of the Ad Hoc Committee in the Merit Case of Dr. Ramesh Srinivasan

2019, Member of the Ad Hoc Committee in the tenure case of Dr. Sarah T. Roberts

2011, 2014, 2015, 2018 Reader of doctoral qualifying exams

2014, 2014, 2018 Reader of Diversity Award papers

2014, 2015, Reader of dissertation prospectus awards

### **UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials**

2019-present, appointed Internship Coordinator

2017-2019, Member of faculty search committee

2014-present, Member of UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials faculty to represent at meetings dedicated to developing shared resources in teaching preventive conservation.

2012, Chair of the Search Committee, Andrew W. Mellon Foundation Conservation Education Resident

2005-present, Core faculty in the UCLA/Getty Program in Archaeological and Ethnographic Conservation

2005-present, Member of the Committee to Oversee the Inter-Departmental Conservation Program

2005-present, Member of the Admissions Committee, UCLA/Getty Program in Archaeological and Ethnographic Conservation

### **FELLOW MENTORING**

Andrew W. Mellon Conservation Education Fellow, Lalena Vellanoweth, 2015-2016, conservation education and diversity participation within conservation and collections care.

Andrew W. Mellon Conservation Education Fellow Tharron Bloomfield, 2012-2014, conservation education and indigenous views of museums.

**GRANT REVIEWER**

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- New York State Council on the Arts Panelist
- Institute for Museum and Library Services
- Save Americas Treasures
- National Endowment for the Humanities panelist
- Research proposal reviewer, Federal Department of Economic Affairs, Education and Research EAER State Secretariat for Education, Research and Innovation (SERI), European Cooperation in Science and Technology (COST), Switzerland

**PEER REVIEWER**

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- *Journal of the American Institute for Conservation, Associate Editor*
- *Studies in Conservation*
- *Canadian Association for Conservation Journal*
- *Journal of Conservation and Museum Studies*
- *Collection Forum*
- *Applied Physics A, Materials: Science & Processing*

**PROFESSIONAL MEMBERSHIPS**

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Association of North American Graduate Programs in Conservation-President (2016-present)

Association of North American Graduate Programs in Conservation-Vice President (2009-2016)

American Institute for Conservation (AIC)-elected member of Nominating Committee (2012-2015)

American Institute for Conservation- Fellow

Chair of the Objects Specialty Group, AIC 6/93-6/95

Chair of the Objects Specialty Group Publications Committee, AIC 1995-2005

Objects Specialty Group, AIC, Nominating committee, 2008-09

AIC Publications Committee, member 6/99-present, committee chair 2004-2005

AIC Education and Training Committee, member 2005-present

International Institute for Conservation

ICOM Working Group on Indigenous and World Cultures (formerly Ethnographic Conservation)

Western Association for Art Conservation

## ANGELA R. RILEY

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310.206.3760  
[riley@law.ucla.edu](mailto:riley@law.ucla.edu)

### **Academic Appointments**

Senior Visiting Indigenous Scholar, MELBOURNE LAW SCHOOL, July 2018-August 2018

Visiting Professor, HARVARD LAW SCHOOL, Fall 2015

Professor of Law, UCLA SCHOOL OF LAW, 2010 – present

Courses: Property, Federal Indian Law, Good Native Governance (Seminar),  
Art and Cultural Property Law, Cultural Property (Seminar), Indigenous  
Peoples' Cultural Resources

Research Interests: Property, Cultural Property, Federal Indian Law,  
Indigenous Peoples in International Law, Indigenous Governance

Director, UCLA AMERICAN INDIAN STUDIES CENTER, 2010 – 2015

Director, UCLA MA/JD Joint Degree Program in Law & American Indian Studies, 2011-present

Director, UCLA Native Nations Law and Policy Center, 2015-present

Co-Director, UCLA Native Nations Law and Policy Center, 2011-2015

Acting Associate Director, UCLA AMERICAN INDIAN STUDIES CENTER, 2009- 2010

Visiting Professor of Law, UCLA SCHOOL OF LAW, 2008-2010

Irving D. and Florence Rosenberg Professor of Law, SOUTHWESTERN LAW SCHOOL, 2007-2008

Courses: Property, Cultural Property (Seminar), Federal Indian Law, Illiberal  
Groups in the Liberal State (Seminar)

Honors: Upper Division Professor of the Year, 2006-2007 (vote of student  
body)

Associate Professor of Law, SOUTHWESTERN LAW SCHOOL, 2003-2007

Teaching Scholar, SANTA CLARA UNIVERSITY SCHOOL OF LAW, 2002-2003

Courses: Race and the Law

## **Education**

HARVARD LAW SCHOOL, J.D., 1998

UNIVERSITY OF OKLAHOMA, B.A. in Letters, 1995

## **Tribal and International Indigenous Peoples' Human Rights Leadership Positions**

Expert Committee, UNITED NATIONS WORLD INTELLECTUAL PROPERTY ORGANIZATION, 41<sup>ST</sup> SESSION OF THE IGC NEGOTIATIONS ON INTELLECTUAL PROPERTY AND GENETIC RESOURCES, TRADITIONAL KNOWLEDGE, AND FOLKLORE, JANUARY 2020 – present

Indigenous Peoples and Co-Chair, UNITED NATIONS – INDIGENOUS PEOPLES PARTNERSHIP POLICY BOARD, 2013-19

Expert, UNITED NATIONS – INDIGENOUS PEOPLES PARTNERSHIP POLICY BOARD, 2011-2013

Chief Justice, SUPREME COURT OF THE CITIZEN POTAWATOMI NATION, 2010-present

Justice, SUPREME COURT OF THE CITIZEN POTAWATOMI NATION, 2002-2010

Evidentiary Hearing Officer, MORONGO BAND OF MISSION INDIANS, 2007-present

## **Judicial Clerkship**

Chief Judge Terry Kern, FEDERAL DISTRICT COURT, NORTHERN DISTRICT OF OKLAHOMA, 1998-1999

## **Publications**

### **Articles**

*Privatizing the Reservation?*, 71 STANFORD L. REV. 791 (2019) (with K. Carpenter).

*Crime and Governance in Indian Country*, 63 UCLA L. Rev. 1564 (2016).

*Owning Red: A Theory of Indian (Cultural) Appropriation*, 94 Texas L. Rev. 859 (2016) (with K. Carpenter).

*Indigenous Peoples and the Jurisgenerative Moment in Human Rights*, 102 CAL. L. REV. 173 (2014) (with K. Carpenter).

*Native American Lands and the Supreme Court*, J. S. CT. HISTORY (2013).

*Indians and Guns*, 100 GEORGETOWN LAW JOURNAL 5 (2012).

*In Defense of Property*, 118 YALE L. J. 1022 (2009) (with K. Carpenter & S. Katyal).

*Good (Native) Governance*, 107 COLUM. L. REV. 1049 (2007).

*(Tribal) Sovereignty and Illiberalism*, 95 CAL. L. REV. 799 (2007).

*“Straight Stealing”: Towards an Indigenous System of Cultural Property Protection*, 80 WASH. L. REV. 69 (2005).

*Indian Remains, Human Rights: Reconsidering Entitlement Under the Native American Graves Protection and Repatriation Act*, 34 COLUM. HUM. RTS. L. REV. 49 (2002).

*Recovering Collectivity: Group Rights to Intellectual Property In Indigenous Communities*, 18 CARDOZO ARTS & ENT. L. J. 175 (2000).

### **Invited & Symposium Pieces**

*Native Nations and the Constitution: An Inquiry into “Extra-Constitutionality”*, 130 HARV. L. REV. FORUM 173 (2017) (invited piece).

*Tribal Rights, Human Rights*, 2013 MICH. ST. L. REV. 1 (2013) (with K. Carpenter) (invited Symposium piece).

*Clarifying Cultural Property*, INTERNATIONAL JOURNAL OF CULTURAL PROPERTY, 17: 581-598 (2010) (with K. Carpenter & S. Katyal) (invited).

*Tribal Sovereignty in a Post-9/11 World*, 82 N.D. L. REV. 953 (2006) (invited Symposium piece).

### **Treatises and Casebooks**

*American Indian Law: Native Nations and the Federal System* (casebook) (Clinton, Goldberg, Tsosie, Riley) (LEXIS) (7<sup>th</sup> edition 2016).

*Cohen’s Handbook of Federal Indian Law* (treatise) (N. Newton, ed.) (LEXIS supp. 2015).

### **Books**

*THE INDIAN CIVIL RIGHTS ACT AT FORTY* (edited volume including chapters on developments in federal and tribal law under the landmark Indian Civil Rights Act of 1968) (Kristen A. Carpenter, Matthew L.M. Fletcher, and Angela R. Riley, eds.) (UCLA American Indian Studies Center Press 2012).

## **Book Chapters**

The Story of *Lone Wolf v. Hitchcock*, in INDIAN LAW STORIES (eds. Philip Frickey, Carole Goldberg, and Kevin Washburn, Foundation Press, 2011).

*Indigenous Peoples and Intellectual Property Rights*, in INTELLECTUAL PROPERTY AND INFORMATION WEALTH (ed. Peter Yu, Praeger 2007).

## **Book Reviews**

Book Review, Frank Pommersheim, *Broken Landscape: Indians, Indian Tribes, and the Constitution*. New York: Oxford University Press, 2009, pp. 424, in Volume 60 JOURNAL OF LEGAL EDUCATION, Number 3 (February 2011).

Book Review, Frank Pommersheim, *Broken Landscape: Indians, Indian Tribes, and the Constitution*. New York: Oxford University Press, 2009, pp. 424, in GREAT PLAINS QUARTERLY (Spring 2011).

## **Other writing**

*Op-Ed: Sucking the Quileute Dry*, NEW YORK TIMES (February 7, 2010).

*Stand with Standing Rock*, Slate (September 2016)  
[http://www.slate.com/articles/news\\_and\\_politics/jurisprudence/2016/09/why\\_the\\_sioux\\_battle\\_against\\_the\\_dakota\\_access\\_pipeline\\_is\\_such\\_a\\_big\\_deal.html](http://www.slate.com/articles/news_and_politics/jurisprudence/2016/09/why_the_sioux_battle_against_the_dakota_access_pipeline_is_such_a_big_deal.html).

## **Works in Progress**

*Decolonizing Indigenous Migration*, with K. Carpenter (manuscript not available for review)

## **Select Scholarly Presentations**

*Expert Seminar: Repatriation of Ceremonial Objects and Human Remains Under the UN Declaration on the Rights of Indigenous Peoples*, United Nations Expert Mechanism on the Rights of Indigenous Peoples, University of British Columbia, March 4-5, 2020 (invited).

*Seas of Grass: Introduction to and Conversation with Walter Echo-Hawk*, UC Berkeley School of Law, Berkeley, California, February 21, 2020 (invited).

*Supreme Court Update*, California Indian Law Association, Graton Rancheria, Santa Rosa, California, September 4, 2019.

*Keynote Address: Violence Against Native Women and the POWER ACT*, United States District Court, Western District of Washington, Seattle, Washington, Friday, September 20, 2019.

*Moderator, Lighting a Path Forward: A Conference on the University of California as a Land-Grant Institution on Indigenous Lands*, UCLA American Indian Studies Center, UCLA American Indian Studies IDP, UCLA Institute of American Cultures, University of California, Los Angeles, October 15-16, 2019.

*Keynote Address: Future of Indigeneity*, Center for Race, Ethnicity, and Gender, Bucknell University, Bucknell, Pennsylvania, April 16, 2019 (honorary).

*Good Native Governance 2.0: The Future is Indigenous*, Montana Law Review Browning Symposium, Missoula, Montana, Montana Law School, October 3-5, 2018.

*Privatizing the Reservation?*, Property Rights and Human Rights: New Possibilities in an Age of Inequality Symposium, Monash University Castan Centre for Human Rights Law, Australia, August 9-10, 2018.

*Indigenous Peoples' Cultural and Intellectual Property*, Faculty Seminar, Melbourne Law School, Melbourne, Australia, August 8, 2018.

*Criminal Jurisdiction in Indian Country: A Comparative Approach*, School of Social and Political Sciences, University of Melbourne, Melbourne, Australia, August 4, 2018.

*Protecting Indigenous Peoples' Traditional Knowledge and Genetic Resources*, Indigenous Caucus, United Nations World Intellectual Property Organization, Geneva, Switzerland, June 24-26, 2018.

*You Are on Tongva Land*, Mercedes Dorame, Angela R. Riley & Wendy Teeter, UCLA Hammer Museum, June 6, 2018 (with honorary).

*New Models for the Trust Regime*, Festschrift Honoring Professors Kalt and Cornell, Harvard Kennedy School of Government, Cambridge, Massachusetts, May 2, 2018.

*The Future of Indian Nations*, Institute of Politics Forum, Harvard Kennedy School of Government, Cambridge, Massachusetts, May 1, 2018.

*The Indian Civil Rights Act at 50*, Plenary Session, Federal Bar Association/Native American Bar Association Indian Law Conference, Talking Stick Resort, Scottsdale, Arizona, April 5, 2018.

*Keynote Address*, The Law and Society Association of Australia and New Zealand, Dunedin, New Zealand, December 6-9, 2017.

*Sovereignty and Territory*, Harvard Law School Bicentennial Event, Cambridge, Massachusetts, October 16, 2017.

*Challenges to the Western Idea of Property*, Brigham-Kanner Property Rights Conference, William and Mary School of Law, Williamsburg, Virginia, October 12-13, 2017.

*The Jurisgenerative Moment in Indigenous Rights*, 10<sup>th</sup> Anniversary of the Adoption of the UN Declaration on the Rights of Indigenous Peoples, September 13-14, 2017.

*Exporting Critical Race Studies*, International Critical Race and Indigenous Studies Conference, Queensland University of Technology, Gold Coast, Australia, June 5-7, 2017.

*Opening the Field: The Possibilities for Partnership with Native America*, Field Museum, University of Chicago, May 1-2, 2017.

*Stand with Standing Rock*, Standing Tall for Tribal Rights, Hammer Museum, March 1, 2017.

*Tribes as Extra-Constitutional Entities*, Harvard Law School Symposium, Harvard Law School, October 13-14, 2016 (speaker and conference organizer).

*Crime and Governance in Indian Country*, Harvard Law School Faculty Workshop, Harvard Law School, Cambridge, Massachusetts, April 28, 2016.

*The Jurisgenerative Moment in Indigenous Human Rights*, Federal Bar Association/Native American Bar Association Annual Indian Law Conference, Phoenix, Arizona, April 7, 2016.

*Crime and Governance in Indian Country*, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, March 11, 2016.

*Crime and Governance in Indian Country*, UCLA Law Review Symposium Honoring Professor and Vice Chancellor Carole Goldberg, UCLA School of Law, February 5, 2016 (speaker and conference organizer).

*Performing Indian Identity*, Radcliffe College, Harvard University, Cambridge, Massachusetts, January 29, 2016.

*Cultural Property Claims in Indian Country*, Federal Bar Association Mid-Year Conference, Washington, D.C., November 10, 2015.

*Race and Policing*, Plenary Panel, Critical Race Studies Conference, UCLA School of Law, October 17, 2015.

*The Situation of Indigenous Peoples in the United States Under Human Rights Standards*, A Celebration Honoring Former U.S. Special Rapporteur on the Rights of Indigenous Peoples, Prof. S. James Anaya, University of Arizona, James E. Rogers College of Law, Tucson Arizona, January 23, 2015.

*Appropriating Indian Identity*, Suffolk Law School, Boston, Massachusetts, October 23, 2014.

*Owning Red*, Harvard Law School, Workshop Hosted by the Harvard University Native American Program, NALSA, and Dean of Students, Cambridge, Massachusetts, October 22, 2014.

*Redness as Property*, Plenary Panel, Critical Race Studies: Whiteness as Property 40<sup>th</sup> Anniversary Conference, UCLA School of Law, October 10, 2014.

*Indigenous Peoples and the Jurisgenerative Moment in Human Rights*, Oklahoma Supreme Court



Sovereignty Symposium XXVI, Oklahoma City, Oklahoma, June 5, 2014.

*Justice for Native Nations*, Keynote Address, Pitzer College, Pomona, California, April 28, 2014.

*Equality or Exceptionalism*, Critical Race Theory Conference, Yale Law School, New Haven, Connecticut, April 5, 2014.

*Indigenous Peoples' Traditional Knowledge and Customary Law*, Griffith University, Brisbane, Australia, March 27, 2014.

*Equality or Exceptionalism*, Endowed Caughey Foundation Address, Autry National Center, Los Angeles, California, March 15, 2014.

*Equality or Exceptionalism*, Keynote Address, Stanford University School of Law, Palo Alto, California, February 7, 2014.

*Free, Prior, and Informed Consent*, Consultation and Extractive Industry Conference, University of Colorado Boulder School of Law, November 1, 2013.

*Insights from a Scholar and Indigenous Rights Lawyer*, Harvard Law School 60<sup>th</sup> Alumnae Celebration, Harvard Law School, Cambridge, Massachusetts, September 27, 2013.

*University of Oklahoma College of Arts & Sciences Distinguished Alumni Award Public Lecture*, The University of Oklahoma, Norman, Oklahoma, February 21, 2013.

*The Supreme Court and Native American Property Rights*, The Supreme Court Historical Society Lecture Series, The United States Supreme Court, Washington, D.C. November 14<sup>th</sup>, 2012 (introduction by Justice Ruth Bader Ginsberg).

*Criminal Justice in Indian Country: Theory and Practice*, Conference, Harvard Law School, Cambridge, Massachusetts, November 8-9, 2012.

*An Indigenous Theory of Protection of Indigenous Culture and Religion*, Indian Tribes and Human Rights Accountability Conference, Michigan State University College of Law, October 4-5, 2012.

*Indian Criminal Jurisdiction and Public Law 280*, Federal Bar Association Annual Conference, San Diego, California, September 20, 2012.

*Implementation of the UN Declaration on the Rights of Indigenous Peoples: Protection of Indigenous Cultures and Sacred Sites*, Consultation with the UN Rapporteur on the Rights of Indigenous Peoples, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, April 26-27, 2012.

*Indigenous Peoples Law and Policy Tenth Anniversary Symposium*, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, October 8, 2011.

*American Indian History and Sovereignty*, Autry Museum of the American West, Los Angeles, California, October 1, 2011.

*Keynote: Making Sui Generis Protections Work*, United Nations, World Intellectual Property Organization Side Event, Geneva, Switzerland, July 18, 2011.

*Safeguarding Indigenous Peoples' Traditional Knowledge: The Case of the Hopi*, United Nations, Permanent Forum on Indigenous Issues Side Event, New York City, New York, May 26, 2011.

*Marginalization of American Indians in Higher Education*, New Majorities Conference, Center for the Study of Women, University of California, Los Angeles, March 4, 2011.

*Indian Women and the Resistance of Violence in Indian Country*, Native American Women and the Law Conference, Thomas Jefferson School of Law, San Diego, California, February 18, 2011.

*Keynote Diversity Lecture: Indigenous Peoples and Cultural Property*, Center for Social Justice and Public Service, Santa Clara University School of Law, Santa Clara, California, February 3, 2011 (with honorarium).

*In Defense of Property*, underrepresented Student Alliance (uRSA), UC Irvine School of Law, November 4, 2010.

*Shaking the Foundations Conference*, Stanford Law School, Palo Alto, California, October 15-16, 2010.

*Keynote Address*, Tenth Annual Indian Law Conference, California Indian Law Association, Pala, California, October 8, 2010.

*Considering Traditional Knowledge Protections Pursuant to the UN Declaration on the Rights of Indigenous Peoples*, Meeting with Deputy Assistant Secretary, Indian Affairs, Del Laverdure, U.S. Department of the Interior, Office of the Assistant Secretary – Indian Affairs (DOI), Washington, DC, September 24, 2010.

*Intersectionality*, AALS Mid-Year Meeting, New York, New York, June 2010.

*Race and Citizenship*, Law and Society, Chicago, Illinois, May 28<sup>th</sup>, 2010.

*Indigeneity & Intersectionality*, Intersectionality Conference, Fourth Annual Critical Race Studies Symposium, UCLA School of Law, Los Angeles, California, March 11-13, 2010.

*Indigenous Peoples' Rights in the International Human Rights Framework*, UCLA School of Law, January 22, 2010 (organizer and moderator).

*American Indians and the American Dream*, Allison Davis Lecture, Williams College, Williamstown, Massachusetts, November 2009.

*American Indian 101*, American Indian Committee, Writers Guild's Association, Los Angeles, California, November 9, 2009.

*Indigenous Peoples in International Law*, Sixth Annual Indigenous Law Conference, Michigan State University College of Law, East Lansing, Michigan, September 26<sup>th</sup>, 2009.

*Cultural Contestations and Indigenous Peoples*, Celebration of the Gilcrease Museum, University of Tulsa College of Law, Tulsa, Oklahoma, May 9, 2009.

*The Story of Lone Wolf v. Hitchcock*, Indian Law Stories Conference, UCLA School of Law, Los Angeles, California, March 6, 2009.

*In Defense of Property*, Faculty Colloquium, UCLA School of Law, Los Angeles, California, February 27, 2009.

*Nation Building and Good (Native) Governance*, Harvard Kennedy School Program on Indian Nation Economic Development and the Native Nations Institute Roundtable, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, February 13, 2009.

*Examining the Property Theory Behind Indigenous Cultural Property Protections*, Property Law Scholars Forum, Georgetown Law School, Washington, D.C., November 14-16, 2008.

*Tribal Wealth and Good Native Governance*, University of California-Irvine, Irvine, California, November 24-25, 2008.

*Forty Years of the Indian Civil Rights Act*, Michigan State Law School, East Lansing, Michigan, October 10-11, 2008.

*In Defense of Property*, Faculty Forum, Michigan State Law School, East Lansing, Michigan, October 9, 2008.

*Indigenous Peoples and Human Rights Issues in Global Warming*, Moderator, Arctic Sovereignty Conference, Southwestern Law School, Los Angeles, California, October 3, 2008.

*The Human Rights Hierarchy*, Emerging Legal Scholars Series, Fordham Law School, New York City, New York, May 2008.

*The Human Rights Hierarchy*, Emerging Legal Scholars Series, The Woodrow Wilson International Center for Scholars, Washington, D.C., April 2008.

*Good Native Governance*, Federal Bar Association & Native American Bar Association Indian Law Conference, Albuquerque, New Mexico, April 2008.

*Indigenous Peoples and Emerging Protections for Traditional Knowledge*, Law, Culture, and Humanities, Boalt Hall School of Law, Berkeley, California, March 28<sup>th</sup>, 2008.

*Indigenous Peoples and Globalization*, New Voices in Legal Theory Speaker's Series, University of Utah, S.J. Quinney College of Law, Salt Lake City, Utah, February 21<sup>st</sup>, 2008 (with honorarium).

*Cultural Properties and Commodification*, AALS Law and Anthropology Section, AALS, New York, New York, January, 5, 2008.

*Intellectual Property Protection for Traditional Knowledge*, Santa Clara University School of Law, Santa Clara, California, November 9, 2007 (with honorarium).

*Indigenous Women and Good (Native) Governance*, Gender and the Law Conference, Santa Clara University School of Law, Santa Clara, California, April 20, 2007.

*Pluralism's Accommodation and Tribal Sovereignty*, Emerging Scholars Panel, Native American Alumni Celebration, Harvard Law School, Cambridge, Massachusetts, Fall 2006.

*Living Sovereignty*, Symposium: The Pedagogy of American Indian Law, University of North Dakota Law School, Bismarck, North Dakota, Fall 2006.

*Indigenous Justice Systems*, Indigenous Law and Policy Center's Annual Indigenous Law Conference, Michigan State University College of Law, East Lansing, Michigan, March 17–18, 2006.

*Sovereignty and Illiberalism*, Northern Plains Indian Law Speaker's Series, University of North Dakota Law School, Bismarck, North Dakota, January 18, 2006.

*Cultural Survival and Self-Determination*, Faculty Forum, University of North Dakota Law School, Bismarck, North Dakota, January 19, 2006.

*Pluralism, Illiberalism, and International Human Rights Law*, Scholars' Roundtable, Lewis and Clark Law School, Portland, Oregon, June 26, 2005.

*Indigenous Perspectives on Cultural Property Preservation*, University of Michigan School of Law's Young Scholars Roundtable in Native American Studies, Ann Arbor, Michigan, May 12-15, 2005.

*The Heartbeat of a People: Intellectual and Cultural Property in Indian Country*, University of Denver, Sturm College of Law Symposium, Denver, Colorado, September 22, 2004.

*Empowerment for Social Change*, The Sixth Annual Trina Grillo Public Interest and Social Justice Law Retreat, Santa Clara University School of Law, San Jose, California, March 13-14, 2004.

*The Role of Tribal Law in the Preservation of Indigenous Peoples' Cultural Property*, University of California, Los Angeles, School of Law, Native Nations Colloquium, Los Angeles, California, November 6, 2003.

*The Promise of Globalization: An Essay on Rights and Responsibilities*, Kansas University School of Law Tribal Law and Governance Conference, Lawrence, Kansas, October 10-11, 2003.

*Indigenous Peoples and Globalization*, Conference on Globalization, Santa Clara University School of Law, Santa Clara, California, May 15, 2003.

### **Other Speaking Engagements**

*Keynote Address*, Graduation Commencement Speaker, UCLA AMERICAN INDIAN GRADUATE STUDIES PROGRAM, University of California, Los Angeles, June 2011.

*Keynote Address*, Tenth Annual Indian Law Conference, CALIFORNIA INDIAN LAW ASSOCIATION, Pala, California, October 8, 2010.

*Keynote Address*, Graduation Commencement Speaker, UCLA AMERICAN INDIAN STUDIES PROGRAM, University of California, Los Angeles, May 2008.

*Keynote Address*, Graduation Commencement Speaker, MOUNTAIN VIEW-GOTEBO HIGH SCHOOL, Mountain View, Oklahoma, May 2005.

### **Select Institutional Positions and Service**

Member, University of California Office of the President Repatriation Workgroup, February 2019-present

Faculty Advisor, Native American Law Students Association, UCLA School of Law, 2010-present

Faculty Director, Tribal Learning Community and Educational Exchange, UCLA School of Law, July 2018-present

Board of Advisors, UCLA Luskin Center for History and Policy, June 2017 – present

Advisory Board Member, UCLA Center for the Study of Women, September 2017-present

Conference Co-Chair, TRIBES AND NATIONAL AND INTERNATIONAL SYSTEMS, Harvard Law School Symposium, Harvard Law School, October 13-14, 2016

Conference Co-Chair, UCLA LAW REVIEW SYMPOSIUM HONORING PROFESSOR AND VICE CHANCELLOR CAROLE GOLDBERG, UCLA School of Law, February 5, 2016

Member, UCLA INSTITUTE OF AMERICAN CULTURES ADVISORY BOARD, 2011-present

Conference Co-Chair, FEDERAL BAR ASSOCIATION/NATIVE AMERICAN BAR ASSOCIATION ANNUAL INDIAN LAW CONFERENCE, 2009-2012

Conference Co-Chair, RACE AND SOVEREIGNTY, CRITICAL RACE STUDIES CONFERENCE, UCLA School of Law, 2010

Faculty Advisory Committee, UCLA Inter-departmental Program in American Indian Studies, 2009-present

Faculty Advisory Committee, UCLA American Indian Studies Center, 2009-present (five years as Director)

Member, UC Center for New Racial Studies, 2010-2011

Board of Advisors, Tribal Learning Community and Educational Exchange, UCLA School of Law, Fall 2010- present

Conference Co-Chair, UCLA JUSTICE OR “JUST US”: RACE, ETHNICITY AND MASS INCARCERATION SYMPOSIUM, May 2010

Conference Chair, INDIGENOUS PEOPLES’ RIGHTS IN THE INTERNATIONAL HUMAN RIGHTS FRAMEWORK – A COMFORTABLE FIT?, January 2010

Co-Editor (with Dean Bryant Garth) of AALS JOURNAL OF LEGAL EDUCATION, 2008 –2010

### **Professional Legal Experience**

*Associate*, QUINN, EMANUEL, URQUHART, OLIVER & HEDGES, LLP, Los Angeles, California. Law firm associate in intellectual property and commercial business litigation practice. 2001-2002

*Associate*, KATTEN, MUCHIN, ZAVIS, Los Angeles, California. Law firm associate in entertainment and commercial business litigation practice. 1999-2001

### **Professional Memberships**

National Native American Bar Association

California State Bar

California Indian Law Association

Federal Bar Association

### **Select Other Professional Activities**

Editorial Board Member, *Indigenous Nations and Collaborative Futures* (Rowman and Littlefield International), 2018-present

Board Member, Wishtoyo Chumash Foundation, 2018-present

Member, Harvard Kennedy School Honoring Nations Board of Governors, 2016-present

Elected Member, American Law Institute, September 2012-present

Advisor, ALI Restatement of Federal Indian Law, September 2012-present

Director, Harvard Law School Native American Alumni Association Fellowship, 1999-2010

Member, Harvard Law School Native American Alumni Committee, 1998-present

Participant and Supervisor of Research, Indian Law Resource Center Land Law Project,  
2006-2007

Board Member, Stop Prisoner Rape, 2003-2006

**Shannon Speed**  
Curriculum Vita

**EDUCATION**

University of California, Davis

Ph.D. in Anthropology & Native American Studies, 2001

M.A. in Anthropology, 1996

University of Texas at Austin

M.A. in Latin American Studies, 1992

San Francisco State University

B.A. in International Relations, 1989 (Magna Cum Laude)

**Additional Training**

Center for Research and Graduate Education in Social Anthropology - CIESAS

Diploma Course in Legal Anthropology and Indigenous Law, 1999

Law School of the Autonomous University of Chiapas (Chiapas, Mexico)

Legal Studies in Constitutional Law, 1998-1999

**AREAS OF SPECIALIZATION**

Legal Anthropology, Indigenous Rights, Human Rights, Indigenous Feminism, Indigenous Migration, Gender, Neoliberalism, Race and Ethnicity, Sovereignty/Autonomy, and Activist Research Methodologies.

**POSITIONS HELD**

2019- Professor of Gender Studies and Anthropology, UCLA  
2016 - Director, American Indian Studies Center, UCLA  
2016 - 2019 Associate Professor of Gender Studies and Anthropology, UCLA  
2011 - 2015 Director, Native American and Indigenous Studies, University of Texas at Austin  
2009 - 2015 Associate Professor of Anthropology, University of Texas at Austin  
2009 - 2012 Assistant Vice President for Community Engagement, Division of Diversity and Community Engagement, University of Texas at Austin  
2007 - 2011 Director, Indigenous Studies Initiative, University of Texas at Austin  
2002 - 2009 Assistant Professor of Anthropology, University of Texas at Austin  
2002 Postdoctoral Scholar, Helen Kellogg Institute for International Studies, University of Notre Dame  
2001 - 2002 Visiting Assistant Professor of Anthropology, University of Notre Dame



- 2001 Fellow, Institute of Latino Studies, University of Notre Dame
- 1998 - 2005 Advisor and Project Director, Red de Defensores Comunitarios por los Derechos Humanos, Chiapas, Mexico
- 1996 – 1998 Director, Global Exchange-Chiapas, Chiapas, Mexico

## PUBLICATIONS

### Books:

- 2019 *Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State*, Critical Indigeneities Series, UNC Press.
- 2008 *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*. Stanford University Press, Stanford.
- 2006 *Bajo La Lanza: Lucha por la Tierra y Identidad Comunitaria en Nicolás Ruiz*. CONECULTA, Chiapas.

### Edited Volumes:

- 2008 *Gobernar en la Diversidad: Experiencias Indígenas en América Latina*. Xochitl Leyva Solano, Araceli Burguete Cal y Mayor, Shannon Speed, eds. FLACSO Ecuador and Guatemala, CIESAS-Mexico, Mexico City. October 2008.
- 2008 *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press. November 2008.
- 2006 *Dissident Women: Gender, Ethnicity and Cultural Politics in Chiapas*. Shannon Speed, Aida Hernandez Castillo and Lynn Stephen, eds. University of Texas Press, Austin.

### Articles in refereed journals:

- 2020 "On the Persistence of White Supremacy: Structuring Logics of the Settler Capitalist State," submitted to *American Anthropologist*, special issue edited by Aisha Beliso-De Jesus and Jemima Pierre.
- 2017 "Structures of Settler Capitalism in Abya Yala," *American Quarterly*, special issue edited by Bianet Castellanos. Vol. 69(4): 783-790.

- 2016 "Postscript: Dangerous Discourses: Human Rights and Multiculturalism in Neoliberal Mexico" Special Issue on Human Rights, *Political and Legal Anthropology Review*, Virtual Edition. Joshua Clark and Miia Halme-Tuomisaari, guest eds. <https://polarjournal.org/2016-virtual-edition-human-rights/>.  
(This anniversary issue featured nine key works in the anthropology of human rights, with authors providing brief postscripts to their work)
- 2016 "States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism," Shannon Speed. *Critique of Anthropology*. Vol. 36(3) 280–301.
- 2014 "A Dreadful Mosaic: Rethinking Gender Violence through the Lives of Indigenous Women Migrants," Shannon Speed. *Gendered Perspectives on International Development* Special Issue: Anthropological Approaches to Gender-based Violence and Human Rights. No. 304.
- 2013 "Women's Rights and Sovereignty/Autonomy: Negotiating Gender in Indigenous Justice Spaces," Shannon Speed. *Journal of Legal Anthropology*. 1(3): 360-393.
- 2012 "Building Austin, Building Justice: Immigrant Construction Workers, Precarious Labor Regimes and Social Citizenship." Torres, Rebecca, Rich Heyman, Solange Munoz, Lauren Apgar, Emily Timm, Cristine Tzintzun, Charles R. Hale, John McKiernan Gonzalez, Shannon Speed, and Eric Tang. *Geoforum*, on-line publication December 2012 (print edition, Volume 45, 2013).
- 2009 "Cruces de fronteras, identidades indígenas, género y justicia en las Américas" *Desacatos* 31: 13-34. Maylei Blackwell, Rosalva Aída Hernández Castillo, Juan Herrera, Morna Macleod, Renya Ramírez, Rachel Sieder, and María Teresa Sierra, Shannon Speed.
- 2009 "Remapping Gender, Justice, and Rights in the Indigenous Americas: Towards a Comparative Analysis and Collaborative Methodology" Speed, Shannon, Maylei Blackwell, Aída Hernández, Morna Macleod, Renya Ramirez, Rachel Sieder, and Teresa Sierra, Juan Herrera. *The Journal of Latin American and Caribbean Anthropology*, Vol. 14, No. 2, pp. 300–331.
- 2006 "Entre la antropología y los derechos humanos: hacía una

investigación crítica y activista," *Alteridades*, No. 31, Universidad Autónoma de México (UNAM), Mexico City.

- 2006 "At the Crossroads of Human Rights and Anthropology: Toward a critically-engaged activist research," *American Anthropologist* 108(1):66-77. 2006.
- 2005 "Dangerous Discourses: Human Rights and Multiculturalism in Mexico," *Political and Legal Anthropology Review (PoLAR)* 28(1)29-51.
- 2005 "Critical Perspectives on Human Rights and Multiculturalism in Latin America: an Introduction," in *Political and Legal Anthropology Review (PoLAR)* 28(1)1-9. Co-authored with María Teresa Sierra.
- 2005 "Rights, Resistance, and Radical Alternatives: The Red de Defensores Comunitarios and Zapatismo in Chiapas," *Humboldt Journal of Social Relations* 29(1): 47-82. Co-authored with Alvaro Reyes.
- 2002 "In Our Own Defense: Globalization, Rights and Resistance in Chiapas," *Political and Legal Anthropology Review (PoLAR)* 25(1): 69-89. Co-authored with Alvaro Reyes.
- 2002 "Global Discourses on the Local Terrain: Human Rights and Indigenous Identity in Chiapas," *Cultural Dynamics* 14(2): 205-228.
- 1999 "Limiting Indigenous Autonomy in Chiapas, Mexico: The State Government's Use of Human Rights." *Human Rights Quarterly* 22(4). Co-authored with Jane Collier.

Peer reviewed book chapters:

- 2016 "Representations of Violence: Telling Indigenous Women's Stories and the Struggle for a Less-Colonized Anthropology," *Sources and Methods in Indigenous Studies*, Chris Andersen and Jean O'Brien, eds. Routledge, NY.
- 2014 "Zapatista Autonomy: An Organic Theory of Rights," Shannon Speed. In *The Indigenous World of North America*, Robert Warrior, ed. Routledge, NY.
- 2011 "Ejercer los derechos/reconfigurar la resistencia en las Juntas de Buen Gobierno zapatistas" Shannon Speed. In *Luchas "muy otras": zapatismo y autonomía en las comunidades indígenas de Chiapas*. Bruno Baronnet, Mariana

- Mora Bayo, and Richard Stahler-Sholk, eds. CIESAS, Unach, UAM-Xochimilco, Mexico City and San Cristobal de Las Casas.
- 2010 "Forjado en el Diálogo: Hacia una Investigación Crítica y Comprometida," *Reflexiones desde Nuestras Prácticas Políticas y Conocimientos Situados*. Xochitl Leyva Solano, ed. Las Otras Ediciones, Mexico City.
- 2008 "Forged in Dialogue: Towards a Critically Engaged Activist Research." *Engaging Contradictions: Activist Scholarship in Interdisciplinary Perspective*, Charles R. Hale, ed. University of California Press, Berkeley. Pps 213-236.
- 2008 "Introduction: Rethinking Rights in the Maya Region," in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps 1-26. Co-authored with Xochitl Leyva Solano.
- 2008 "Human Rights in Chiapas: Global Discourse, Local meanings," in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps. 207-222. Co-authored with Xochitl Leyva Solano.
- 2008 "Asumiendo Nuestra Propia Defensa: Globalization, Rights and Resistance in Chiapas" in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps. 279-303. Revised version of publication #10, co-authored with Alvaro Reyes.
- 2008 "Hacia la investigación descolonizada: nuestra experiencia de co-labor" Co-authored with Xochitl Leyva. In *Gobernar (en) la diversidad: experiencias indígenas desde América Latina. Hacia la investigación de colabor*, Xochitl Leyva, Araceli Burguete y Shannon Speed (eds.). México D.F., CIESAS, FLACSO Ecuador y FLACSO Guatemala, pp. 63-105.
- 2008 "Globalización Bajo La Lanza: nuevas interpretaciones de las formas de gobernar e la identidad comunitaria en Nicolás Ruiz" co-authored with Constantino Rubén Moreno Méndez. In *Gobernar (en) la diversidad: experiencias indígenas desde América Latina. Hacia la investigación de colabor*, Xochitl Leyva,

Araceli Burguete y Shannon Speed (eds.). México D.F., CIESAS, FLACSO Ecuador y FLACSO Guatemala.

- 2008 "Rights at the Intersections: Gender and Indigenous Rights in Chiapas," Chapter 5 of *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*, reprinted in *Human Rights: An Anthropological Reader*. Goodale, Mark, ed. Blackwell Publishing, Oxford.
- 2007 "The Zapatista Juntas de Buen Gobierno: Exercising rights, Reconfiguring resistance." *The Practice of Human Rights: Tracking Law in Transnational Contexts*. Mark Goodale and Sally Merry, eds., Cambridge University Press, Cambridge.
- 2006 "Indigenous Women and Gendered Resistance in the Wake of Acteal: A feminist activist research perspective," in *Engaged Observer: Advocacy, Activism, and Anthropology*. Victoria Sanford and Asale Angel-Ajani, eds. Rutgers University Press, New Jersey.
- 2005 "Luchas de tierra y reemergencia de identidad indígena: la étnohistoria y étnopresente de Nicolás Ruiz," in *Tejiendo Historias: Tierra, Género y Poder en Chiapas*. Maya Lorena Perez Ruiz, ed. INAH, Mexico.
- 2003 "Indigenous Women and Gendered Resistance in the Wake of Acteal," in *Women of Chiapas: Making History in Times of Struggle and Hope*. Christine Kovic and Christine Eber, eds. Routledge Press.
- 2001 "Los Derechos Humanos: un 'discurso globalizado' con 'gramatica moral'." Co-authored with Xochitl Leyva. *Derechos Humanos en el Area Maya*. Pedro Pitarch and Julián López García, eds. Sociedad Española de Estudios Mayas and Universidad Complutense de Madrid.
- 2001 "Mujeres Indigenas y Resistencia de Género a Raíz de Acteal: Las Acciones dicen más que las palabras," in *Identidades Indígenas y Género: Cuaderno de Trabajo No. 1- Research Project CONACYT-UNACH*. Facultad de Ciencias Sociales, UNACH. San Cristóbal de las Casas.

#### Book Reviews:

- 2010 Review of Meyer, Louis, & Maldonado Alvarado, Benjamin (2010). *New World of Indigenous Resistance: Noam Chomsky and Voices from North*,

South and Central America. In *AlterNative* Volume 6(3).

- 2006 Review of *Haciendo Justicia: Interlegalidad, derecho y género en regiones indígenas*, María Teresa Sierra, ed. In *Journal of Latin American Studies*.

#### FORTHCOMING:

##### Edited Volumes:

*Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

##### Book Chapters:

“Grief and an Indigenous Feminist’s Rage: The Embodied Field of Knowledge Production,” *Heightened States of (In)justice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Introduction: Indigenous Women and Gender Violence,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Postscript: Indigenous Women and Violence in the Time of Coronavirus,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

##### Textbooks featuring my work:

- 2016 “Spotlights: Shannon Speed on Fieldwork and Identity,” in *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Dána-Ain Davis and Christa Craven, eds. Rowman & Littlefield, Lanham, Maryland.

- 2016 “Anthropologists Engage the World: Shannon Speed” in *Cultural Anthropology: Toolkit for a Global Age*. W.W. Norton and Co., New York, NY.

##### Disciplinary engagement:

- 2015 "Otros Saberes Emergentes" *LASA Forum*. 46(2): 28-29. Co-authored with Maylei Blackwell.
- 2012 "Mujeres Migrantes, Derechos Humanos y el Neoliberalismo Multicriminal," *Revista ConLaA*. No. 11.
- 2012 "Mujeres indígenas presas en México y Estados Unidos: Un desafío hemisférico para los estudios indígenas," *LASA Forum*. 43(1): 17-20. Co-authored with R, Aída Hernández C.
- 2010 "New Directions in Mexico Research: The Calderón Era." *North American Dialogue*. 13(1): 5-9.
- 2010 Human Rights in the Heart of Texas. *Anthropology News*. 51(1): 23 – 24.
- 2009 Human Rights and the Border Wall. *Anthropology News*. 49(9): 25 – 26.
- 2006 "Introduction: Representing Culture, Translating Human Rights," *Texas International Law Journal*, University of Texas, Austin.
- 2005 "Embodying Alternative Knowledges: Everyday Leaders and the Diffusion of Leadership in Zapatista Autonomous Regions," *LASA Forum* 35(1).

Public scholarship:

- 2020 "Our graphs show it: COVID-19 is deeply and disproportionately impacting Indigenous communities," (with Randall Akee, Kelly Lytle Hernandez, Desi Rodriguez-Lonebear, and Mariah Tso) *Indian Country Today*. May 18, 2020.
- 2017 "Columbus Day Should Go" *L.A. Progressive*. August 29, 2017.
- 2015 "President Obama, Deception Will Not Work: It's Time to End family Detention," (with Leisy Abrego and Alfonso Gonzales) *Huffington Post*. May 19.
- 2015 "End Family Detention for Mother's Day," *The Rivad Report*. May 9.



- 2015 "Hunger Strike is a Call to Consicence to End Family Detention," (with Alfonso Gonzales). *The Hill*. April 23.
- 2015 "Why We Need to End Family Detention—Again" (with Alfonso Gonzales and Gilberto Rosas). *POLITICO Magazine*. March 3.
- 2015 "From Ayotzinapa to Ferguson: Through an Eye Socket Darkly" (with Aída Hernández). *In These Times*. January 5.
- 2014 "Why are the feds harassing Navajo shepherds?" (with Hallie Boas). *Al-Jazeera America*. December 27.
- 2014 "De Ferguson a Ayotzinapa: racism y la criminalización de la protesta social" *La Jornada*. December 17.
- 2014 "Tell High School Students the Truth: Why Texas is Wrong on Teaching History" *Huffington Post*. November 21.
- 2014 "Justice Denied: The U.S. should hold Mexican authorities accountable for mass killings" (with Vivian Newdick). *US News and World Report*. October 28.
- 2014 "Landmark settlement and new law are victories for tribal sovereignty." *Al-Jazeera*. October 18.
- 2014 "The US is Jailing Immigrant Women and Children Under Appalling Conditions." *Global Post*. October 10.
- 2013 "Obama Should Free AIM Activist Leonard Peltier" *Indian Country Today*. December 10.
- 2003 "Derechos Humanos y Resistencia al Neoliberalismo," in *Ojarasca*, monthly supplement in *La Jornada*. Mexico City, Mexico. July.
- 2002 Letter to the Editor, Response to "In Mexico Hinterland, Life Beyond the Law" (Kevin Sullivan, March 15, 2002). *The Washington Post*. March 30, 2002.
- 2000 "Autonomía Indígena, Derechos Humanos, y el Estado: dos casos en Chiapas," *Memoria*, Mexico, D.F.



## FORTHCOMING:

## Edited Volumes:

*Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

## Book Chapters:

“Grief and an Indigenous Feminist’s Rage: The Embodied Field of Knowledge Production,” *Heightened States of (In)justice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Introduction: Indigenous Women and Gender Violence,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Postscript: Indigenous Women and Violence in the Time of Coronavirus,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

## AWARDS AND HONORS

2020	Best Subsequent Book Award, Native American Studies Association (NAISA), for <i>Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler Capitalist State</i> (UNC Press, 2019)
2018	Research Excellence Award, Dean of Social Science and Center for the Study of Women, \$3000
2014	Lifetime Achievement Award, State Bar of Texas American Indian Law Section
2013	Chickasaw Nation Dynamic Woman of the Year, Chickasaw Nation of Oklahoma
2011-12	Tower Award for Outstanding Service Learning Professor, University of Texas at Austin
2010-11	Tower Award for Outstanding Service Learning Professor, University of Texas at Austin

- 2009 Visiting Gladstein Professorship in Human Rights, Institute for Human Rights, University of Connecticut
- 2007-08 Nominee, Hamilton Book Award, University of Texas at Austin (for *Dissident Women: Gender and Cultural Politics in Chiapas*, UT Press 2006)
- 2000 Minority Dissertation Award, American Anthropological Association

Extra-mural awards

- 2019 National Science Foundation (NSF): "RAISE: Bringing Together Diverse Perspectives on Water" co-PIs Arahdna Tripathi and Jessica Cattelino. (\$1,000,000)
- 2016 Radcliffe Institute for Advanced Study Seminar Grant, Harvard University: "Indigenous Peoples, Gender Justice and Legal Pluralism in the United States, Mexico and Guatemala." (\$20,000)
- 2014-15 Ford-LASA Special Projects Grant (\$12,500)
- 2013 Mellon Foundation Sawyer Seminar Series Grant (with Charles Hale) (\$179,000).
- 2005 Ford Diversity Postdoctoral Fellowship
- 2003 Ford Foundation Mexico, Collaborative Research Grant (with CIESAS-Sureste) \$170,000
- 2002 Postdoctoral Fellowship, Kellogg Institute for International Studies University of Notre Dame
- 2001 Postdoctoral Fellowship, Institute of Latino Studies, University of Notre Dame
- 2001 Postdoctoral Fellowship, Center for US-Mexico Studies, University of California, San Diego (declined)
- 2000 Ford Foundation Minority Dissertation Fellowship
- 2000 Minority Dissertation Award, American Anthropological Association
- 2000 Guest Scholar, Center for U.S.-Mexican Studies, University of California, San Diego
- 1998 Social Science Research Council--MacArthur Foundation Fellowship on International Peace and Security in a Changing World (2 years dissertation research funding)

University of Texas Awards

- 2015 Faculty Research Leave Award (\$40,000)
- 2014 Mellon Foundation Latin American Summer Research Grant
- 2013 Mellon Foundation Latin American Summer Research Grant
- 2011-12 LLILAS Faculty Initiative (\$10,000)

- 2009 Mellon Foundation Latin American Summer Research Grant
- 2008 Mellon Foundation Latin American Summer Research Grant
- 2007 Mellon Foundation Latin American Summer Research Grant
- 2006 University Co-operative Society Subvention Grant
- 2006 Mellon Foundation Latin American Summer Research Grant
- 2005 Mellon Foundation Latin American Summer Research Grant
- 2005 Summer Research Assignment (SRA) University of Texas at Austin
- 2004 Dean's Fellowship, University of Texas at Austin
- 2004 Mellon Foundation Latin American Summer Research Grant
- 2004 Summer Research Assignment (SRA) University of Texas at Austin
- 2003 Mellon Foundation Latin American Summer Research Grant
- 2002 Mellon Foundation Latin American Summer Research Grant

**KEYNOTE ADDRESSES:**

- 2020 UndocuCarolina Distinguished Lecture Series Keynote, UNC Chapel Hill, "Incarcerated Stories."
- 2018 Latin American Studies/Study of the Americas Conference, Cal State University, San Bernadino. "Captive Stories: Indigenous Women Migrants and the Settler Capitalist State"
- 2016 National Indigenous Research and Knowledges Network (NIRAKN) Critical Race and Law Symposium, University of Melbourne Law School. "Indigenous Women Migrants, Gender Violence, and the Neoliberal Multicriminal Settler State."
- 2016 Abriendo Brecha Activist Scholarship Conference, University of Texas at Austin. "Gender, Race and Violence in the Field and as the Field: Toward a Decolonizing Activist Research."
- 2015 Conference on Citizenship, Security, and Human Rights in Mexico and Latin America. University of California, San Diego.
- 2014 Chickasaw Women's Conference. "Gender Violence and Native Women's Human Rights."
- 2014 State Bar of Texas Indian Law Section Annual Conference. "Native Women and Gender Violence in the Law"

- 2013 John E. Sawyer Seminar "B/ordering Violence: Boundaries, Indigeneity and Gender in the Americas," University of Washington, Seattle, Washington. "State Interpellations: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism"
- 2012 Canadian Association for Latin American and Caribbean Studies (CALACS). "Indigenous Women Migrants: Rethinking Violence and Human Rights."
- 2010 Conference on Gender and Pluricultural Societies, Finnmark University, Norway. "Indigenous Courts and Gender Justice, from Ada to Oventic."
- 2009 Activist Ethnography Conference, University of Michigan. "Decolonizing Anthropology."
- 2009 Native American Culture Conference, Texas State University, San Marcos. "Indians are Indians, Here or There: Native Peoples in the U.S. and Latin America."

**PAPERS PRESENTED AT PROFESSIONAL MEETINGS:**

- 2020 "Indigenous People are the future: Comments on the Martin Diskin Award Lecture of Dr. Irma Alicia Velasquez Nimatuj" Latin American Studies Association (LASA) Annual Meeting, Guadalajara, MX (virtual conference).
- 2020 Author meets Critics: a discussion of "Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler Capitalist State" Latin American Studies Association (LASA) Annual Meeting, Guadalajara, MX (virtual conference).
- 2019 "Embodied Fieldwork on Indigenous Women Migrants" Activist Research on Immigration Policy and the Journey North Roundtable, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- 2019 "At the Intersection of Indigenous North and South," (Des)Encuentros hemisféricos: Estudios Indígenas y Latinoamericanos y los límites de la inclusión, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.

- 2018 "Miscege-Nation: How a Settler State becomes a 'Cosmic Race'," Native American and Indigenous Studies Association (NAISA) Meetings, Los Angeles.
- 2017 "Structures of Settler Capitalism in Abya Yala," Native American and Indigenous Studies Association (NAISA) Meetings, Vancouver BC.
- 2017 "Structures of Settler Capitalism in Abya Yala," Latin American Studies Association (LASA) Annual Meetings, Lima, Peru.
- 2016 "Feminist Representations: (Re)telling Indigenous Women's Stories and the Politics of Knowledge Production" Latin American Studies Association (LASA) Annual Meetings, New York, NY.
- 2016 "Indigenous Studies in Unexpected Places: Talking Texas" Native American and Indigenous Studies Association (NAISA) Meetings, Honolulu, Hawaii.
- 2015 "Indigenous Women and the Quagmire of Legal Resistance" Challenging Legal Orders Roundtable, American Ethnological Society, Washington, D.C.
- 2015 "Morality, Ethics, Politics: A Conversation about Human Rights and Disciplinarity" American Anthropological Association (AAA) Annual Meetings, Denver, Colorado.
- 2015 "Intersectional Violence: Human Rights and Indigenous Women Migrants," Native American and Indigenous Studies Association (NAISA) Meetings, Washington, D.C.
- 2015 "Indigenous Women Migrants: Navigating the Shadowy Space of Neoliberal Multicriminalism" Latin American Studies Association (LASA) Annual Meetings, San Juan, Puerto Rico.
- 2014 "Indigenous Women Migrants: Navigating the Shadowy Space of Neoliberal Multicriminalism," American Anthropological Association (AAA) Annual Meetings, Washington, D.C.
- 2013 "Estados de Violencia: Mujeres indígenas migrantes y derechos humanos en la era de la multicriminalidad neoliberal," First Indigenous Peoples' Congress, Oaxaca, Mexico.

- 2013 "Mujeres indígenas migrantes y derechos humanos en la era de la multictiminalidad neoliberal," Associação Portuguesa de Antropologia (Portuguese Anthropology Association), Vila Real Portugal.
- 2013 "Rethinking Gender Violence through the Lives in Indigenous Women Migrants." Latin American Studies Association (LASA) Annual Meetings, Washington, D.C.
- 2012 "Indigenous Women Migrants, Human Rights, and Neoliberal Multictiminalism" American Anthropological Association (AAA) Annual Meetings, San Francisco, CA.
- 2012 "Rethinking Violence and Human Rights through the Lives of Indigenous Migrant Women" Latin American Studies Association (LASA) Congress, San Francisco, CA.
- 2011 "Invisible Prisoners: Indigenous Women Migrants, Hutto and Human Rights." Native American and Indigenous Studies Association (NAISA) Meetings, Sacramento, CA.
- 2010 "Indigenous Women's Rights and Collective Sovereignty/Autonomy: Negotiating Gender Justice." American Anthropological Association Annual (AAA) Meetings, New Orleans, LA.
- 2010 "Gender and Sovereignty/Autonomy: Intersectional Negotiations in Indigenous Justice Spaces." Latin American Studies Association (LASA) Congress, Toronto, Canada.
- 2010 "The Intersection of Gender and Justice: Women and Indigenous Justice Spaces." Native American and Indigenous Studies Association (NAISA) Meetings, Tucson, Arizona.
- 2008 "Carol Smith is a Four-Letter Word" American Anthropological Association Annual(AAA) Meetings, San Francisco, CA
- 2008 "Remapping Gender, Justice, and Rights in the Indigenous Americas." Native American and Indigenous Studies Association (NAISA) Meetings, Athens, GA.

- 2007 "Seeking Local Justice: Comparing Indigenous Courts in the United States and Latin America." Latin American Studies Association (LASA) Congress Montreal, Canada.
- 2006 "Forged in Dialogue: Toward a Critically-Engaged Activist Research." American Anthropological Association Annual (AAA) Meetings, San Jose, CA.
- 2006 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno*" Latin American Studies Association (LASA) Congress, San Juan, Puerto Rico.
- 2006 "Entre la antropología y los derechos humanos: hacía una investigación crítica y activista" Red Latinoamericano de Antropología Legal (RELAJU) Biannual Congress, Oaxtepec, Mexico. Panel Organizer: The Anthropology of Human Rights in Neoliberal Globalization
- 2006 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno*" Latin American Studies Association Congress, San Juan, Puerto Rico.
- 2005 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno.*" American Anthropological Association Annual Meetings, Washington, D.C. (Double Session Invited by the Association for Political and Legal Anthropology and the Human Rights Committee.)
- 2003 "Dangerous Discourses: Human Rights and Multiculturalism in Neoliberal Mexico." Also, co-organizer double session invited by the Association for Political and Legal Anthropology "Critical Studies in Human Rights and Multiculturalism in Latin America." American Anthropological Association Annual Meetings. Chicago, Illinois. November.
- 2003 "Rights at the Intersection: Gender and Ethnicity in Nicolas Ruiz, Chiapas." Latin American Studies Association Congress (LASA) Dallas, TX.
- 2002 "Rights at the Intersection: Gender and Ethnicity in Nicolas Ruiz, Chiapas."

Session organizer: "Gender, Power and Ethnicity in Chiapas." American Anthropological Association Annual Meetings. New Orleans, LA.

- 2000 "Pero vienes de 'derechos humanos', no?": an activist research experience in Chiapas, Mexico." Session co-organizer and chair: "Critically-Engaged Anthropology: Benefits and Dilemmas of co-participatory research." American Anthropological Association Annual Meetings. San Francisco, CA.
- 2000 "Images of Resistance: Women and Militarization in Chiapas." Latin American Studies Association Congress (LASA). Miami, FL.
- 1999 "Actions Speak Louder than Words: Indigenous Women and Gendered Resistance in the Wake of Acteal." American Anthropological Association Annual Meetings. Chicago, IL. Invited Session.
- 1998 "Women First: Gender Theory, Public Discourse, and Women's Resistance in Chiapas" American Anthropological Association Annual Meetings. Philadelphia, PA. Invited Session.
- 1997 "Global Discourses and Local Resistances: Human Rights and Identity in the Zapatista Base Communities of Chiapas." Latin American Studies Association (LASA) Meetings. Guadalajara, Mexico.
- 1996 "Reconfiguring Human Rights: Collective Indigenous Rights and the EZLN." American Anthropological Association Annual Meetings. San Francisco, CA.

#### **INVITED PARTICIPATION AT CONFERENCES, SEMINARS AND COLLOQUIA:**

"Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State," University of Illinois, Urbana Champaign. February 2020.

"Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State," Anthropology Lecture Series, Vanderbilt University. January 2020.

"Indigenous Women, Migration, and Immigration Detention" Otros Saberes LASA pre-conference. May 2019.

"Indigenous Migrant Experience and the Structures of Settler Capitalism" Racial Violence Hub Symposium, UCLA. May 2017.



"Structures of Settler Capitalism in Latin America: Remembering Patrick Wolfe"  
Settler Colonialisms Symposium, UCLA. April 2017.

"Indigenous Women Migrants, Gender Violence, and the Neoliberal Multicriminal  
Settler State" University of Minnesota, Minneapolis. March 2017.

"The Persistence of White Supremacy," Critical Race Studies Symposium: From  
Colorblindness to White Nationalism: Emerging Racial Formations on the Trump  
Era. UCLA. March 2017.

Racialized State Violence in Global Perspective Conference. UCLA, Los Angeles, CA.  
"Neoliberal Multicriminalism" May 2016.

Contemporary Indigenous and Native American Cultures in Central and North  
America Symposium, Latin American Institute, UCLA. May 2016.

Teach-in Course Leader. "Indigenous People in the Timeline of U.S. History"  
Freedom University. Atlanta, GA. February 2016.

Stony Brook University. "Indigenous Women Migrants and Human Rights in the Era  
of Neoliberal Multicriminalism" October 2015.

Departments of Sociology and Anthropology, Trinity University. "Indigenous  
Women and States of Violence." October 2015.

Affective Collectives and Precarious Activism in Contemporary Social  
Movements. American Ethnological Society. April 2015.

Anthropology at the Edge: The U.S.-Mexico Border/lands Symposium. The Center  
for Mexican American Studies and the Department of Anthropology, the University  
of Texas at Austin. February 2015.

Civil Rights in Texas Symposium. Institute of Texan Cultures (ITC) at the University  
of Texas at San Antonio (UTSA). "Indigenous Peoples in Texas Today: From  
Recognition to Rights" April 2013.

Wenner Gren Seminar on Understanding Indigeneity in Latin America Today. Johns  
Hopkins University, Baltimore MD. November 2010.

Hemispheres Summer Institute: Unraveling Race and Ethnicity, University of Texas  
at Austin. June 2010.

University of Georgia: Latin American Studies, Women's Studies, Native American

Studies. "Law and Gender Justice in Indigenous Spaces." March 2010.

"Law, Locality, and International Human Rights" with Nobel Peace Prize winner Shirin Ebahdi, Rapoport Center for Human Rights and Justice, Law School, University of Texas at Austin. April 2009.

Human Rights at UT: A Dialogue at the Intersection of Academics and Advocacy. Panel: Building Austin, Building Justice: the Workers Defense Project Construction Industry Study. March 2009.

Panel participant. Human Rights at UT: A Dialogue at the Intersection of Academics and Advocacy. Panel: The Border Wall as a Human Rights Barrier. March 2009.

"Indigenous People and the State in Mexico." Lecture series for Fulbright Scholars organized by the Lozano Long Institute of Latin American Studies, University of Texas at Austin. May 2008.

Book Presentation. "Right in Rebellion: Indigenous Struggle and Human Rights" Book People, Austin, Texas. Organized by the Reflections Series, Gender and Women's Studies, UT Austin. April 2008.

Roundtable participant. Gender, Justice and Globalization: Rethinking Indigenous Women's Experience, Native American and Indigenous Studies Association. Athens GA. March 2008.

"Paths of Resistance: Indigenous Struggle and Human Rights." Latin American Studies Faculty Speakers Series, LLILAS, UT Austin. March 2008.

Presenter. "Activist Research with Indigenous Peoples in Latin America" LLILAS Field Methods Workshop. University of Texas at Austin. April 2007.

Discussant. "Indigenous Roads to Development" and "Indigenous Peoples, Afro-Indigenous Peoples and Reparations." Rapoport Center for Human Rights Speakers Series, University of Texas School of Law. Fall 2006.

Presenter and organizer. "Indigenous Courts in the Chickasaw Nation and the Zapatista Good Governance Councils: Women Pursuing gender Justice." Bi-national meeting, UC-Mexus project "Indigenous Women in Globalization" University of California, Los Angeles. August 20-21, 2006.

Presenter and Co-organizer. Fourth International Seminar, Ford Foundation Research Project, "Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Etnica en América Latina" Mexico City, Mexico – April 2006.

Discussant. "Labors of the dead: The Uses of the Past in Latin American Cultural Activism" Latin American Studies Association Congress, San Juan, Puerto Rico. March 2006.

Presenter. "Global Discourses on the Local Terrain: Human Rights and Indian Resistance" LLILAS Faculty Speakers Series, UT Austin. March 2006.

Moderator and discussant. Indigenous Politics. Institute of Latin American Studies (ILASSA) Annual Conference. University of Texas at Austin. February 2006.

Presenter. "The Zapatista Uprising: Twelve Years of Indigenous Struggle in Chiapas" George Mason University, Fairfax campus. December 1, 2005.

Guest Lecture. "The dialogic emergence of rights: globalization, state policy and local struggle in Chiapas" Institute for Conflict Analysis and Resolution (ICAR) George Mason University. November 30, 2005.

Presenter. "Researching Indigenous Women Across Borders" Bi-national meeting, UC-Mexus project "Indigenous Women in Globalization." Tepoztlan, Morelos, Mexico. November 19-20, 2005.

Panel Participant. Improving the World: Promises and Perils of Transnationalism Lewis Henry Morgan Lectures, University of Rochester. November 2005.

Chair and discussant. Multidisciplinary Symposium: Representing Culture, Translating Rights. Rapoport Center for Human Rights and Justice. University of Texas at Austin School of Law. November 4, 2005.

Participant. Pre-Congreso Internacional, Red Latinoamericana de Antropología Jurídica (RELAJU). San Cristóbal de Las Casas, Chiapas. October 5-8, 2005.

Presenter and participant. MIT conference: "Transnationalism and Human Rights" Wequassett Inn, Cape Cod. June 26-28, 2005.

Presenter/participant. Rethinking Activist Research. Center for Integrating Research and Action (CIRA). University of North Carolina-Chapel Hill. June 3-4, 2005.

Co-organizer/Participant. Adjudicating Culture, Politicizing Law: Legal Strategies for Black and Indigenous Land Rights Struggles in the Americas. The University of Texas at Austin. April 28-29, 2005.

Workshop facilitator. Ethics of activist research with NGOs. *Abriendo Brecha/Haciendo Camino: Activist Scholarship on Race, Identity, and Mestizaje in the Americas*. University of Texas at Austin. February 24-26, 2005.

Moderator and discussant. Institute of Latin American Studies Annual Conference (ILASSA). University of Texas at Austin. February 2005.

Organizer and presenter. Third International Seminar, Ford Foundation Research Project "Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Étnica en América Latina." Bilwi, Nicaragua. January 18-21, 2005.

Co-organizer and presenter. Second International Seminar, Ford Foundation Research Project "Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Étnica en América Latina." Quito, Ecuador. October 28-November 1, 2004.

Presenter. "Human Rights and Multiculturalism in Mexico: A view from Chiapas." Human Rights from the Bottom Up Conference, Comparative Law and Society Studies Center, University of Washington - April 2-3, 2004.

Presenter. "Activist Research with Indigenous Peoples in Latin America" LLILAS Field Methods Workshop. University of Texas at Austin. April 2004.

Co-organizer and presenter. First International Seminar, Ford Foundation Research Project "Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Étnica en América Latina." Mexico City. March 2004.

Presenter. "Rights at the Intersection: Gender and Ethnicity in Nicolás Ruiz, Chiapas" Human Rights Happy Hour Series, Rapoport Center for Human Rights and Justice, University of Texas at Austin Law School. March 2003.

Moderator and discussant. The State of Gender/Gender of the State. Institute of Latin American Studies Annual (ILASSA) Conference. University of Texas at Austin. February 2003.

Presenter: "Human Rights and Indian Resistance in Chiapas" Seminar Series, Helen Kellogg Institute of International Studies, University of Notre Dame. October 2002.

Book presentation. *Experiencias Regionales del Zapatismo*, Mattiace, Shannan, Aida Hernandez and Jan Rus, eds. CIESAS/ECOSUR Colloquium. San Cristóbal de Las Casas, Chiapas. August 2002.

Presenter and participant. Social Science Research Council-MacArthur Foundation Fellows Conference. New Delhi, India. August 1999.

Participant. United Nations High Commission on Human Rights Annual Meetings Geneva, Switzerland. April 1999.

Presenter and participant. "Grounding Human Rights in Chiapas, Mexico: Ethical Issues and Methodological Challenges for Research in Conflict Situations" Research in International Human Rights, MacArthur Consortium Conference, Stanford Center for International Security and Cooperation (SISAC). Stanford University, CA. March 1999.

Participant. Social Science Research Council-MacArthur Foundation Fellows Conference. San Salvador, El Salvador. May 1998

Presenter. "Legitimation Crisis: The Mexican State." States in Crisis, States in Flux: Processes of Reconfiguration, Social Science Research Council-MacArthur Foundation Summer Institute. Antigua, Guatemala. May 1998.

Guest lecture. "Human Rights and Anthropology: Community Research in Chiapas" Seminario Sobre Movimientos Sociales. Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS-Sureste) San Cristóbal de Las Casas, Chiapas, México. February 1997.

## EDITORIAL EXPERIENCE

2019 - Editorial Board, *Feminist Anthropology*

- 2018 - Editorial Board, *Liminar: Estudios sociales y humanísticos*
- 2016 - Editorial Board, *AlterNative*
- 2010 – 2014 Editorial Board, *Nakum* On-Line Journal
- 2007 – 2012 Editorial Board Member, *North American Dialogue*, Society for the Anthropology of North America, American Anthropological Association.

Editorial collective, *Cultural Dynamics*, Sage Press/UT Austin. 2005 - 2012.

### **COURSES TAUGHT**

#### Undergraduate:

Introduction to Four-Fields Anthropology  
Cultural Anthropology  
Indigenous Peoples of Mexico: Rights and Autonomy  
Activist Research Practicum  
Global Indigenous Issues  
Introduction to American Indian Studies  
Indigenous Women and Violence

#### Graduate seminars:

Ethnography of Chiapas  
Gender and Feminism in Latin America  
Multiculturalism and Human Rights in Latin America  
Women and Indigenous Rights in Mexico  
Theory/Methods/Politics of Research  
Grant and Proposal Writing  
Multiculturalismo: Etnicidad y el Estado en América Latina  
Feminist Theory Core Course in Anthropology  
Indigenous Theory of the Americas  
Oral History for Social Change  
Indigenous Film  
Indigenous Diaspora  
Contemporary Issues in Indigenous Communities

### **CONSULTANCIES**

2002 World Bank

Independent Consultant on Justice Issues in Southern Mexico

## **SERVICE TO THE UNIVERSITY**

### UCLA

2019-      Advisory Board, Mildred E. Mathias Botanical Garden  
 2019-20      Search Committee, American Indian Studies  
 2019-20      Search Committee, Director, Chicano Studies Research Center  
 2019-20      Search Committee, Vice Chancellor for Equity, Diversity and Inclusion  
 2019-20      Personnel Committee, Department of Gender Studies  
 2018-19      Personnel Committee, Department of Gender Studies  
 2017-18      Host Committee, Native American and Indigenous Studies Association  
                 Annual Meeting  
 2017          Search Committee, Dean of Social Sciences  
 2016-17      Diversity Committee, Department of Anthropology

### University of Texas at Austin

2014-15      Dean's Diversity Committee, College of Liberal Arts  
 2014-15      Chair, Search Committee, LLILAS-Anthropology Gender Hire  
 2013-14      Dean's Diversity Committee, College of Liberal Arts  
 2013-14      Chair, Search Committee, LLILAS-Anthropology Gender Hire  
 2012-13      Dean's Diversity Committee, College of Liberal Arts  
 2012          Chair, Irregular Hire Committee (Kim Tallbear), Department of  
                 Anthropology  
 2012          Organizer: Abriendo Brecha VII: Activist Scholarship on the Americas,  
                 University of Texas at Austin  
 2011          Faculty Advisor: Abriendo Brecha V: Activist Scholarship on the  
                 Americas, University of Texas at Austin  
 2010 -      Steering Committee, Department of Anthropology  
 2010 - 12      Diversity Obudsperson, Department of Anthropology  
 2010 -      Executive Committee, Lozano Long Institute of Latin American  
                 Studies (LLILAS)  
 2010 - 12      Native Student Recruitment Committee, Admissions.  
 2010          Organizer: Abriendo Brecha VII: Activist Scholarship on the Americas,  
                 University of Texas at Austin  
 2009 -      Faculty Advisory Committee, Lozano Long Institute of Latin American  
                 Studies (LLILAS)  
 2009 – 10      Chair, Admissions Committee, Department of Anthropology.  
 2009          Organizer: Abriendo Brecha VI: Activist Scholarship on the Americas,  
                 University of Texas at Austin



- 2008 - 2011 Faculty Advisory Committee, Mexican Center, LLILAS.
- 2008 – 2009 Chair, Admission Committee, Department of Anthropology.
- 2008 Organizing Committee: Lozano Long Conference, LLILAS.
- 2008 Organizer: Abriendo Brecha V: Activist Scholarship on the Americas, University of Texas at Austin
- 2007-2009 Faculty Fellow and Director Indigenous Studies Initiative and Engaged Research Collaborative, Division of Diversity and Community Engagement
- 2007-2009 Faculty Advisory Board, Office of Thematic Issues and Community Engagement, Division of Diversity and Community Engagement
- 2007 -2009 Faculty Council Member
- 2007 -2009 Faculty Council Recruitment and Retention Committee
- 2007 Organizer: Abriendo Brecha IV: Activist Scholarship in the Americas  
“Public Education, Marginalized Publics and the Politics of Insurgency, University of Texas at Austin
- 2007 Search Committee Chair, Native North America Thematic Hire, Department of Anthropology
- 2006 Organizer: Abriendo Brecha III: Activist Scholarship on Crisis, Politics and Performance in the Americas, University of Texas at Austin
- 2005 Department Search Committee Latin Americanist Line
- 2004 Organizing Committee: Adjudicating Culture, Politicizing Law: Legal Strategies for Black and Indigenous Land Rights Struggles, International Research Networks Conference. Institute of Latin American Studies (LLILAS)/School of Law, University of Texas at Austin
- 2004-2006 Executive Committee, Department of Anthropology
- 2003 - Steering Committee, B. and Audry Rapoport Center for Human Rights and Justice, Law School
- 2003 Organizer: Mapping Autonomies in Chiapas: International Research Networks Conference. Institute of Latin American Studies (LLILAS)/School of Law, University of Texas at Austin.
- 2003-2006 Human Subjects Review Committee, Department of Anthropology

**SERVICE TO THE PROFESSION**

- 2020-2021 Past President, Native American and Indigenous Studies Association (NAISA)
- 2020 External review committee, Department of Native American Studies, University of Oklahoma



- 2019-2020 President, Native American and Indigenous Studies Association (NAISA)
- 2018-19 President-elect Native American and Indigenous Studies Association (NAISA)
- 2019 Co-organizer, Latin American Studies Association (LASA) Presidential Session, "Indigenous Matters: A Critical Hemispheric Dialogue by Native Women," Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- 2019 Congress Opening Indigenous Land Acknowledgement, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- Fall 2018 Chair, External Review Committee, Department of Native American Studies, University of Minnesota
- 2018-19 President-elect Native American and Indigenous Studies Association (NAISA)
- 2018-19 Co-organizer, Latin American Studies Association (LASA) Presidential Session, "Indigenous Matters: A Critical Hemispheric Dialogue by Native Women"
- 2018- Selection Committee, Social Science Research Council - Mellon International Dissertation Research Fellowship (SSRC-IRDF) program
- 2015-18 Council Member, Native American and Indigenous Studies Association Annual (NAISA)
- 2017- Advisory Board, Summer Institute on Global Indigeneities
- 2015-2016 Co-Chair Otros Saberes Section, Latin American Studies Association (LASA)
- 2014-2015 Co-chair, Otros Saberes Program Track, Latin American Studies Association (LASA)
- 2012- Chair, Host Committee, Native American and Indigenous Studies Association Annual (NAISA) Meetings 2014.
- 2012 Chair, OXFAM/Martin Diskin Award Committee, Latin American Studies Association (LASA)
- 2011-2012 Chair, Section on Ethnicity, Race, and Indigenous People, Latin American Studies Association (LASA)
- 2009-2011 Council Member, Section on Ethnicity, Race, and Indigenous People, Latin American Studies Association
- 2008–2011 Committee on Human Rights, American Anthropological Association
- 2008 -2011 Task Force on Indigenous Peoples, Committee on Human Rights, American Anthropological Association
- 2005 Nominations Committee, Latin American Studies Association

Promotion cases reviewed:

Tenure:

2015 Audra Simpson, Colombia University

2018 Margaret Bruchac, University of Pennsylvania

Book manuscripts reviewed:

2019 Del Valle Escalante, Emilio, ed. *Global Indigeneity and Decolonization. Theory, Praxis and Liberation*. Reviewed for Duke University Press (double review)

2019 Das Gupta, Monisha. *Settling Migration: Migrant Organizing in an Era of Deportation and Dispossession*. Reviewed for Duke University Press.

2017 Kirsch, Stuart. *Engaged Anthropology: Politics Beyond the Text*. Reviewed for University of California Press.

2016 Seider, Rachel, ed. *Demanding Justice and Security: Indigenous Women and Legal Pluralities in Latin America*. Reviewed for Rutgers University Press.

2015 Hernández Castillo, R. Aída. *Multiple Injustices: Indigenous Women and Legal Pluralism in Latin America*. Reviewed for University of Arizona Press.

2014 Goldstein, Daniel. *Owners of the Sidewalk: Selling and Surviving on the Fringes of the Global Economy*. Reviewed for Duke University Press.

2012 Kohler, Axel, Xochitl Leyva Solano, Xuno Lopez Intzin and Damian G. Martinez Martinez. *Sjalel Kibeltik, Sts isjel ja Kechtiki, Tejiendo nuestras raices (version tseltal-espanol)*. Reviewed for Duke University Press.

2007 Mosknes, Heidi. *Maya Exodus: Indigenous Struggle for Citizenship in Chiapas*. Reviewed for University of Oklahoma Press.

2007 Goodale, Mark. *Dilemmas of Modernity*. Reviewed for Stanford University Press.

2006 Postero, Nancy. *Post Multicultural Citizenship: Indigenous Politics in Bolivia*. Reviewed for Stanford University Press

## **SERVICE TO THE COMMUNITY**

- 2019- Advisory Boardmember, Comunidades Indigenas en Liderazgo (CIELO)
- 2018- Chair, Chickasaw Citizen Connection, Los Angeles
- 2018- Indigenous Education Community Coalition
- 2017- Advisory Board Member Andrew W. Mellon Opportunity for Diversity in Conservation
- 2016-2017 Community Coalition for the Elimination of Columbus Day/Establishment of Indigenous Peoples Day
- 2014-2016 Vice Chair, Chickasaw Community Council of Central Texas
- 2011-2016 Development and Fundraising Council, Great Promise for American Indians, Austin, Texas.
- 2010 -2014 Secretary of the Board of Directors, Chickasaw Community Council of Central Texas.
- 2009-2016 Lavender Circle, Alma de Mujer – Indigenous Women’s Network, Austin Texas.
- 2007-2010 At-Large Board Member, Board of Directors, Chickasaw Community Council of Central Texas.
- 2007-2015 Academic Advisory Committee, Construction Industry Project, Workers Defense Project, Austin.
- 2006-2008 Advisory Board member, documentary film *To Be Dust In Our Land*, Bogotá, Colombia.
- 1998-2007 Advisor and Project Director, Red de Defensores Comunitarios por los Derechos Humanos, Chiapas, México.
- 1996–1998 Director, Global Exchange-Chiapas, San Cristóbal de Las Casas, México.

## **PROFESSIONAL ORGANIZATIONS**

Native American and Indigenous Studies Association (NAISA)  
 Abya Yala Working Group

Latin American Studies Association (LASA)  
 Otros Saberes (Chair 2015-2016)  
 Law and Society in Latin America  
 Gender and Feminist Studies  
 Ethnicity, Race and Indigenous Peoples (Chair 2010-2011)  
 Mexico Section

American Anthropological Association (AAA)  
Association of Feminist Anthropology  
Association for Political and Legal Anthropology  
Society for Latin American and Caribbean Anthropology  
Association of Indigenous Anthropologists

National Women's Studies Association

# **Appendix I: Nelson Report on American Indian Studies**

{REVISED 2 October 2018}

# A Guide to Native American Studies Programs in the United States and Canada

**Robert M. Nelson, Editor**

Some years ago, in the Fall of 1993, the Association for the Study of American Literatures published a 30-page guide to Native American Studies programs in the U.S., compiled and edited by former ASAIL President Franchot Ballinger. This new *Guide to Native American Studies Programs in the United States and Canada* represents an attempt to update and expand upon Professor Ballinger's pioneering work. In accordance with a 1995 ASAIL resolution, it is being published in electronic form so as to be available not only to ASAIL members but also to non-members, compliments of the Association.

I wish to take this opportunity to acknowledge the invaluable assistance of two *SAIL* Editorial Assistants, Amy Davidson (1995-96) and Corrie Anderson (1996-97), who in addition to their other duties put in many hours of overtime gathering and regathering, collating and recollating information from a variety of sources including questionnaires, follow-up letters and phone calls, and worldwide websites. Thanks also to Karen Strom at University of Massachusetts, who read the final draft of this guide and provided or corrected many of the URL addresses for program websites.

Our dream was to provide a comprehensive survey of U.S. and Canadian Native American Studies programs being offered as majors, minors, and certifications at the baccalaureate level or above, using (with some slight modifications and additions) Professor Ballinger's earlier categories of information on each program. And although we have made a considerable effort to locate, contact, and acquire information about Native American Studies programs (by whatever title: Native American Studies, Indigenous Studies, and American Indian Studies are the most common designations, though there are others) at all North American baccalaureate-granting institutions, readers should keep in mind that the *Guide* is probably incomplete. There are a number of reasons for this, and I'd point to two in particular. First, several programs that we located declined to provide information; in those cases we have elected not to list that school or that program. Exceptions to this rule are programs having substantial www sites; in these

cases we have attempted to construct full or partial entries from information made available at those sites. Second, we suspect that we did not succeed in locating all the existing programs. It is thus possible, even likely, that several substantial programs were never contacted by us in the first place.

We are working on ways to correct these problems in order to increase the accuracy and comprehensiveness of this electronic version of the guide. Because this website can be conveniently upgraded more frequently than a print guide, it has the potential to become the most reliable source of such information available anywhere, anytime, to everyone. For these reasons, I am hoping that anyone who knows of a program that is not represented in this publication, or who knows of any inaccuracies herein, will contact me at [rmnelson@richmond.edu](mailto:rmnelson@richmond.edu) or fill out the [survey form](#) we have designed for this purpose, to let us know about any errors, omissions, or updates in Native Studies programs being offered in North America at the baccalaureate level or higher.

(A note on alphabetization: consistent with *PMLA* Directory style, for purposes of ordering entries alphabetically we have ignored "University of" and "College of" openers to names of institutions, with the exception that "State University of New York" entries have been entered as though they were "SUNY" followed by local campus designation.)

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## Native American Studies Programs by Region

### Eastern U.S.

**CT:** [U of Connecticut](#)

**FL:** [U of Florida](#)

**GA:** [U of Georgia](#)

[Valdosta S U](#)

**MA:** [Amherst C](#)

[U of Massachusetts](#)

[Hampshire College](#)

[Mount Holyoke C](#)

[Smith C](#)

**ME:** [U of Maine](#)

**NH:** [Dartmouth C](#)

**NY:** [Colgate U](#)

[Cornell U](#)

[St. Lawrence U](#)

[SUNY at Cortland](#)

[SUNY at Fredonia](#)

[SUNY, C at Oswego](#)

[SUNY at Potsdam](#)

[Syracuse U](#)

**NC:** [UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[UNC-Wilmington](#)

[North Carolina S U](#)

### Northcentral U.S.

**IL:** [U of Illinois Urbana-Champaign](#)

[Illinois S U](#)

[Southern Illinois U-Carbondale](#)

[Southern Illinois U Edwardsville](#)

**IN:** [Indiana U](#)

[Indiana U--Purdue U Fort Wayne](#)

[Indiana U--Purdue U Indianapolis](#)

[Purdue U](#)

**IA:** [U of Iowa](#)

[Iowa SU](#)

**KS:** [Haskell Indian Nations U](#)

[U of Kansas](#)

**KY:** [Northern Kentucky U](#)

**MI:** [Central Michigan U](#)

[U of Michigan](#)

[Michigan S U](#)

[Northern Michigan U](#)

**MN:** [Augsburg U](#)

[Bemidji S U](#)

[C of St. Scholastica](#)

[U of Minnesota Duluth](#)

[U Minnesota Morris](#)

[U of Minnesota, Twin Cities](#)

### Western U.S.

**AK:** [U of Alaska, Fairbanks](#)

**AZ:** [U of Arizona](#)

[Arizona State U](#)

[Northern Arizona U](#)

**CA:** [U of California, Berkeley](#)

[U of California, Davis](#)

[U of California, Los Angeles](#)

[U of California, Riverside](#)

[C S U, Chico](#)

[C S U, East Bay](#)

[C S U, Long Beach](#)

[C S U, Northridge](#)

[C S U, Sacramento](#)

[C S U, San Marcos](#)

[Humboldt S U](#)

[San Diego S U](#)

[San Francisco S U](#)

[Stanford U](#)

**CO:** [U of Colorado, Boulder](#)

[Fort Lewis C](#)

**HI:** [U of Hawai'i at Hilo](#)

[U of Hawai'i at Mānoa](#)

**ID:** [U of Idaho](#)

[Western Carolina U](#)  
**PA:** [U of Pennsylvania](#)  
**VA:** [George Mason U](#)  
[Virginia Tech](#)  
**WV:** [West Virginia U](#)

#### **Southcentral U.S.**

**OK:** [East Central U](#)  
[Northeastern S U](#)  
[U of Oklahoma](#)  
[Oklahoma S U](#)  
[Southeastern Oklahoma S U](#)  
**TX:** [U Texas, Austin](#)

[Minnesota S U](#)  
[St. Cloud State U](#)  
[Southwest Minnesota S U](#)  
**MO:** [Missouri S U](#)  
**NE:** [U of Nebraska, Lincoln](#)  
[U of Nebraska at Omaha](#)  
**ND:** [Minot S U](#)  
[U of North Dakota](#)  
[Nueta Hidatsa Sahnish C](#)  
[Sitting Bull C](#)  
**OH:** [Ohio S U](#)  
**SD:** [Black Hills S U](#)  
[Oglala Lakota C](#)  
[U of South Dakota](#)  
[South Dakota S U](#)  
**WI:** [Northland C](#)  
[U of Wisconsin, Eau Claire](#)  
[U of Wisconsin Green Bay](#)  
[U of Wisconsin, Madison](#)  
[U of Wisconsin, Milwaukee](#)  
[U of Wisconsin - Stevens Point](#)  
[U of Wisconsin - Superior](#)

[Idaho State U](#)  
**MT:** [Montana S U-Bozeman](#)  
[Montana S U Billings](#)  
[Montana S U Northern](#)  
[U of Montana](#)  
**NV:** [U of Nevada - Las Vegas](#)  
**NM:** [Inst of American Indian Arts](#)  
[Navajo Technical U](#)  
[U of New Mexico](#)  
[New Mexico S U](#)  
**OR:** [U of Oregon](#)  
[Portland S U](#)  
[Southern Oregon U](#)  
**UT:** [Brigham Young U](#)  
**WA:** [Central Washington U](#)  
[Eastern Washington U](#)  
[The Evergreen S C](#)  
[Northwest Indian C](#)  
[U of Washington](#)  
**WY:** [U of Wyoming](#)

#### **Canada**

**AB:** [U of Alberta](#)  
[Athabasca U](#)  
[U of Calgary](#)  
[U of Lethbridge](#)  
**BC:** [U of British Columbia](#)  
[U of British Columbia - Okanagan](#)  
[U of Northern British Columbia](#)  
[Simon Fraser U](#)  
[Vancouver Island U](#)  
[U of Victoria](#)  
**MN:** [Brandon U](#)  
[U of Manitoba](#)  
[U of Winnipeg](#)  
**NB:** [St Thomas U](#)  
**NS:** [Cape Breton U](#)

**ON:** [Algoma U](#)  
[Lakehead U](#)  
Laurentian U: *see* U of Sudbury  
[McMaster U](#)  
[U of Sudbury](#)  
[U of Toronto](#)  
[Trent U](#)  
[U of Western Ontario](#)  
[U of Ottawa](#)  
[Queen's U](#)  
[York U](#)  
**SK:** U of Regina: *see* First Nations U  
[U of Saskatchewan](#)  
[First Nations U of Canada](#) (formerly SIFC)  
**QC:** [Bishop's U](#)  
[Concordia U](#)  
[U Laval](#)  
[U Montréal](#)



## Degrees, Certifications, etc. Granted

### Ph.D., M.A.

[U of Alaska](#) (M.A. in Rural Development; M.A. in Cross-Cultural Studies; Ph.D. in Indigenous Studies )

[U of Alberta](#) (Ph.D., M.A.)

[U of Arizona](#) (Ph.D., M.A.)

[Arizona State U](#) (M.S.)

[U of British Columbia - Okanagan](#) (Ph.D., M.A.)

[U of California, Berkeley](#) (Ph.D. w/ concentration in N.A. Studies)

[U of California, Davis](#) (M.A., Ph.D., D.E.)

[U of California, Los Angeles](#) (M.A.)

[U of California, Riverside](#) (major or minor Ph.D. fields)

[U of California, Santa Barbara](#) (terminal MA, MA/PhD, PhD)

[U of Colorado, Boulder](#) (Ph.D. in Comparative Ethnic Studies)

[Cornell U](#) (Graduate Minor in American Indian Studies)

[The Evergreen State C](#) (M.A. in Environmental Studies, Teaching)

[First Nations U of Canada](#) (Special Case M.A.)

[U of Hawai'i at Hilo](#) (M.A. in Hawaiian Language and Literature; M.A. in Indigenous Language and Culture Education; Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization)

[U of Hawai'i at Mānoa](#) (M.A.)

[U of Illinois at Urbana-Champaign](#) (Graduate Minor in American Indian and Indigenous Studies)

[Indiana U](#) (Ph.D. minor)

[U of Kansas](#) (M.A., graduate certificate in Indigenous Studies; Joint M.A./J.D. program through the KU Law School)

[U of Lethbridge](#) (Special Case Masters)

[U Manitoba](#) (M.A., Ph.D.)

[U of Massachusetts](#) (certificate)

[U of Michigan](#) (Ph.D. in American Studies w/focus in Native American Studies)

[Michigan S U](#) (graduate affiliation)

[U of Minnesota Duluth](#) (Master of Tribal Administration and Governance)

[Minnesota S U - Mankato](#) (certificate)

[Montana S U](#) - Bozeman (M.A.; On-line Graduate Certificate in Native American Studies)

[U de Montreal](#) (graduate diploma)

[U of Nebraska at Omaha](#) (M.A. w/ NA emphasis; graduate minor)

[U of New Mexico](#) (M.A.)

[New Mexico S U](#) (graduate minor)

[U of Northern British Columbia](#) (M.A.)

[U of Oklahoma](#) (M.A.)

[U Saskatchewan](#) (M.A., special case Ph.D.)

[U of South Dakota](#) (M.A. in Interdisciplinary Studies)

[Trent U](#) (Ph.D. , M.A.)

[U of Victoria](#) (M.A.; Ph.D.)

[Western Carolina U](#) (M.A. in History, Cherokee Studies Track)

[U of Winnipeg](#) (M.A.)

[U of Wyoming](#) (Ph.D. w/ minor in American Indian Studies)

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### Baccalaureate Major

[U of Alaska, Fairbanks](#)

[U of Alberta](#)

[Algoma U](#)

[U of Arizona](#)

[Arizona State U](#)

[Augsburg U](#)

[Bemidji State U](#)

[Black Hills State U](#)

[Brandon U](#)

[U of British Columbia](#)

[U of British Columbia - Okanagan](#)

[U Calgary](#)

[U of California, Berkeley](#)

[U of California, Davis](#)

[U of California, Riverside](#)

[Cape Breton U](#)

[Colgate U](#)

[Concordia U](#)

[Dartmouth C](#)

[East Central U](#)

[The Evergreen State](#)

[First Nations U of Canada](#)

[Fort Lewis C](#)

[Haskell Indian Nations U](#)

[U of Hawai'i at Hilo](#)

[U of Hawai'i at Mānoa](#)

[Humboldt State U](#)

[Inst of American Indian Arts](#)

[Lakehead U](#)

[Laurentian U](#)

[U of Lethbridge](#)

[U of Manitoba](#)

[McMaster U](#)

[U of Minnesota Duluth](#)

[U Minnesota Morris](#)

[U of Minnesota, Twin Cities](#)

[Minnesota S U - Mankato](#)

[U of Montana](#)

[Montana State U - Northern](#)

[Navajo Technical U](#)

[U of Nebraska, Lincoln](#)

[U of New Mexico](#)

[UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[U of North Dakota](#)

[Northeastern State U](#)

[Northern Arizona U](#)

[U of Northern British Columbia](#)

[Northern Michigan U](#)

[Northland C](#)

[Northwest Indian C](#)

[Nueta Hidatsa Sahnish C](#)

[Oglala Lakota C](#)

[U of Oklahoma](#)

[U of Ottawa](#)

[Portland S U](#)

[St Thomas U](#)

[U of Saskatchewan](#)

[Simon Fraser U](#)

[Sitting Bull C](#)

[U of South Dakota](#)

[South Dakota S U](#)

[Stanford U](#)

[U of Sudbury](#)

[Trent U](#)

[Vancouver Island U](#)

[U of Washington](#)

[U of Western Ontario](#)

[U of Winnipeg](#)

[U of Wisconsin, Eau Claire](#)

[U of Wisconsin Green Bay](#)

[U of Wisconsin, Milwaukee](#)

[U of Wyoming](#)

[York U](#)

**Baccalaureate Minor**

<a href="#"><u>U of Alaska, Fairbanks</u></a>	<a href="#"><u>U de Montréal</u></a>
<a href="#"><u>U of Arizona</u></a>	<a href="#"><u>U of Nebraska, Lincoln</u></a>
<a href="#"><u>Bemidji State U</u></a>	<a href="#"><u>U of Nebraska at Omaha</u></a>
<a href="#"><u>Bishop's U</u></a>	<a href="#"><u>U of Nevada - Las Vegas</u></a>
<a href="#"><u>Black Hills State U</u></a>	<a href="#"><u>U of New Mexico</u></a>
<a href="#"><u>Brigham Young U</u></a>	<a href="#"><u>New Mexico S U</u></a>
<a href="#"><u>U of California, Davis</u></a>	<a href="#"><u>UNC-Chapel Hill</u></a>
<a href="#"><u>U of California, Los Angeles</u></a>	<a href="#"><u>UNC at Pembroke</u></a>
<a href="#"><u>U of California, Riverside</u></a>	<a href="#"><u>UNC-Wilmington</u></a>
<a href="#"><u>C S U, Chico</u></a>	<a href="#"><u>North Carolina S U</u></a>
<a href="#"><u>C S U, East Bay</u></a>	<a href="#"><u>U of North Dakota</u></a>
<a href="#"><u>C S U, Long Beach</u></a>	<a href="#"><u>Northeastern State U</u></a>
<a href="#"><u>C S U, Northridge</u></a>	<a href="#"><u>Northern Arizona U</u></a>
<a href="#"><u>C S U, Sacramento</u></a>	<a href="#"><u>Northern Kentucky U</u></a>
<a href="#"><u>C S U, San Marcos</u></a>	<a href="#"><u>Northern Michigan U</u></a>
<a href="#"><u>Cape Breton U</u></a>	<a href="#"><u>Northland C</u></a>
<a href="#"><u>U of British Columbia</u></a>	<a href="#"><u>Ohio State U</u></a>
<a href="#"><u>Central Washington U</u></a>	<a href="#"><u>U of Oklahoma</u></a>
<a href="#"><u>Colgate U</u></a>	<a href="#"><u>Oklahoma State U</u></a>
<a href="#"><u>U of Colorado, Boulder</u></a>	<a href="#"><u>U of Oregon</u></a>
<a href="#"><u>Concordia U</u></a>	<a href="#"><u>U of Pennsylvania</u></a>
<a href="#"><u>U of Connecticut</u></a>	<a href="#"><u>Portland State U</u></a>
<a href="#"><u>Cornell U</u></a>	<a href="#"><u>Purdue U</u></a>
<a href="#"><u>Dartmouth C</u></a>	<a href="#"><u>Queen's U</u></a>
<a href="#"><u>East Central U</u></a>	<a href="#"><u>St. Cloud State U</u></a>
<a href="#"><u>Eastern Washington U</u></a>	<a href="#"><u>St Lawrence U</u></a>
<a href="#"><u>U of Florida</u></a>	<a href="#"><u>C of St. Scholastica</u></a>
<a href="#"><u>Fort Lewis C</u></a>	<a href="#"><u>San Diego State U</u></a>
<a href="#"><u>George Mason U</u></a>	<a href="#"><u>San Francisco State U</u></a>
<a href="#"><u>U of Hawai'i at Hilo</u></a>	<a href="#"><u>Simon Fraser U</u></a>
<a href="#"><u>Humboldt State U</u></a>	<a href="#"><u>U of South Dakota</u></a>
<a href="#"><u>U of Idaho</u></a>	<a href="#"><u>South Dakota S U</u></a>
<a href="#"><u>Idaho S U</u></a>	<a href="#"><u>Southeastern Oklahoma S U</u></a>
<a href="#"><u>U of Illinois at Urbana-Champaign</u></a>	<a href="#"><u>Southern Illinois U-Carbondale</u></a>
<a href="#"><u>Illinois S U</u></a>	<a href="#"><u>Southern Illinois U Edwardsville</u></a>
<a href="#"><u>Indiana U</u></a>	<a href="#"><u>Southern Oregon U</u></a>
<a href="#"><u>Indiana U– Purdue U Indianapolis</u></a>	<a href="#"><u>Southwest Minnesota S U</u></a>
<a href="#"><u>Inst of American Indian Arts</u></a>	<a href="#"><u>Stanford U</u></a>
<a href="#"><u>Iowa SU</u></a>	<a href="#"><u>SUNY at Cortland</u></a>
<a href="#"><u>U of Iowa</u></a>	<a href="#"><u>SUNY at Fredonia</u></a>
<a href="#"><u>U of Kansas</u></a>	<a href="#"><u>SUNY, C at Oswego</u></a>
<a href="#"><u>Lakehead U</u></a>	<a href="#"><u>SUNY at Potsdam</u></a>
<a href="#"><u>U of Maine</u></a>	<a href="#"><u>Syracuse U</u></a>
<a href="#"><u>U Manitoba</u></a>	<a href="#"><u>U of Toronto</u></a>

[McMaster U](#)  
[U of Michigan](#)  
[U of Minnesota Duluth](#)  
[U Minnesota Morris](#)  
[U of Minnesota, Twin Cities](#)  
[Minnesota S U](#)  
[Minot S U](#)  
[Missouri S U](#)  
[U of Montana](#)  
[Montana State U](#)  
[Montana S U Billings](#)  
[Montana S U Northern](#)

[Virginia Tech](#)  
[U of Washington](#)  
[West Virginia U](#)  
[Western Carolina U](#)  
[U of Western Ontario](#)  
[U of Wisconsin, Eau Claire](#)  
[U of Wisconsin Green Bay](#)  
[U of Wisconsin - Stevens Point](#)  
[U of Wisconsin, Superior](#)  
[U of Wyoming](#)  
[York U](#)

**concentration etc.**

[Arizona State U](#) (Certificates in Politics and Global Studies and Nonprofit Leadership & Management)

[Athabasca U](#)

[Black Hills State U](#) (concentration in Lakota Culture)

[C S U, Hayward](#) (option)

[C S U, Long Beach](#) (certificate)

[C S U, Sacramento](#)

[Cape Breton U](#)

[Central Michigan U](#) (certificate)

[Colgate U](#)

[Cornell U](#)

[Five Colleges](#) (certificate)

[U of Florida](#) (concentration)

[George Washington U](#) (Interdisciplinary Minor)

[U of Georgia](#) (undergraduate and graduate certificates)

[Indiana U–Purdue U Fort Wayne](#) (Certificate)

[U of Iowa](#) (undergraduate and graduate certificates)

[Iowa SU](#) (Interdisciplinary Major)

[Laurentian U](#) (Pre-Law Certificate)

[U Laval](#) (certificate)

[U of Massachusetts](#)

[Michigan S U](#) (Specialization)

[Minot S U](#)

[Montana S U Billings](#) (BSLS w/concentration)

[U of New Mexico](#) (Interdisciplinary Specialization)

[UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[Northern Arizona U](#) (certificate)

[U of Northern British Columbia](#)

[Southern Oregon U](#) (certificate)

[U of Texas, Austin](#) (certificate)

[U of Washington](#) (B.A. Anthropology w/ emphasis in AIS)

[Western Carolina U](#) (graduate certificate in Cherokee Studies)

[U of Wisconsin, Madison](#) (certificate)

[U of Wisconsin, Milwaukee](#) (certificate)

[York U](#) (certificate)

## University of Alaska, Fairbanks

**title of program:** Alaska Native Studies and Rural Development

- 1736 Tanana Loop, Brooks Bldg. Suite #315, PO Box 756500, Fairbanks AK 99775; (907) 474-6528 or Toll-Free 1-866-478-2721
- <http://www.uaf.edu/dansrd/>
- [fydanrd@uaf.edu](mailto:fydanrd@uaf.edu)

**name\title of head\director:** Charlene Stern and Jennifer Carroll, Co-chairs

**degrees granted:** B.A. (major and minor) in Alaska Natives Studies; B.A. and M.A. (major and graduate level) in Rural Development

**description of program offerings:** **Rural Development** degree programs are designed to educate a new generation of community leaders for rural Alaska. The BA degree can be earned either on the Fairbanks campus or through distance delivery. Special application requirements and deadlines apply for distance BA degree programs. Students in the rural development program gain a broad understanding of Alaska's relationship to the global economy and an appreciation for sustainable development strategies. Students also learn specific tools essential for community leadership, including business plan and grant proposal writing, community visioning and planning processes, computer business applications, project management, and evaluation techniques. Graduates typically take positions with tribal and municipal governments, fisheries, tourism and other private businesses, Native corporations, regional health corporations or nonprofits, and state/federal agencies.

**Alaska Native Studies** provides students with an awareness of the scope, richness and variety of Alaska Native cultures. It offers a series of critical perspectives on the contemporary Native experience in North American society. The BA degree can be earned on the Fairbanks campus or through distance delivery. The Alaska Native studies BA prepares students to appreciate historical and contemporary cultural dynamics. The department also welcomes students pursuing a second major or a minor. It encourages students who expect to be involved professionally in Alaska Native communities or other multicultural settings to pursue this degree.

**areas of faculty interest\expertise:** Native education, tribal political organization, social change, oral and written literatures, Native dance and drama, federal Indian law, Indigenous research, leadership development, community planning.

**resources available:** In addition to having a high number of Native students, the University is close to tribal groups, owns an extensive collection of audio tapes, is a center of major contemporary political and cultural activities, provides Native dance classes, an Elder-In-Residence program, and the annual Festival of Native Arts featuring Native dance and theater.

**financial aid available to students:** Aid is available through UAF Financial Aid Office rather than through the department.

**number of students in program:** 8 majors, 15 minors.

**distance learning:** yes: visit [www.uaf.edu/rural/](http://www.uaf.edu/rural/) or call 907-474-7143.

\* \* \* \* \*

**title of program:** Cross-Cultural Studies and Indigenous Studies

- Center for Cross-Cultural Studies, 201 Eielson, P.O. Box 756730, Fairbanks, AK 99775-6730; (907) 474-1902
- <http://www.uaf.edu/cxcs/>
- [uaf-cxcs@alaska.edu](mailto:uaf-cxcs@alaska.edu)

**name\title of head\director:** Dr. Michael Koskey, Department Chair

**degree(s) granted:** M.A. in Cross-Cultural Studies; Ph.D. in Indigenous Studies

**description of program offerings:** The **Master of Arts in Cross-Cultural Studies** with an emphasis on Indigenous Knowledge Systems is designed to provide graduate students from various fields of interest an opportunity to pursue in-depth study of the role and contributions of Indigenous knowledge in the contemporary world. Students are expected to demonstrate the ability to work effectively with Indigenous people in their studies.

The joint **Ph.D. program in Indigenous Studies** is sponsored by the UAF Graduate School in collaboration with the College of Liberal Arts, School of Education, and College of Rural and Community Development. The program draws and builds upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students complete, coupled with five thematic specialty areas from which students choose a concentration: [Indigenous Studies/Research](#); [Indigenous Knowledge Systems](#); [Indigenous Education/Pedagogy](#); [Indigenous Languages](#); [Indigenous Leadership](#); and Indigenous Sustainability.

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. They are encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the Interdisciplinary Ph.D. model of academic assignment, student's home base will be in the School or College of their major advisor, who also serves as an affiliate faculty for the program.

In collaboration with the graduate committee, each student develops a program of coursework and research that produces a unique intellectual contribution to the applied fields associated with Indigenous Studies. Students elect to focus on one of the five thematic specialty areas or they may choose in collaboration with their graduate committee to draw on multiple themes to develop their own areas of study and dissertation research.

**areas of faculty interest\expertise:** Indigenous Research, Indigenous Knowledge Systems, Indigenous Education/Pedagogy, Indigenous Languages, Indigenous Leadership, Indigenous Sustainability.

**resources available:** [information not provided]

**financial aid available to students:** No.

**number of students in program:** 35

**distance learning:** Some ANS courses are offered through distance delivery. See The Center for Distance Education ([www.uaf.edu/educ/distance/center.html](http://www.uaf.edu/educ/distance/center.html)), College of Rural and Community Development ([www.alaska.edu/rural](http://www.alaska.edu/rural)), and the Center for Cross Cultural Studies ([www.uaf.edu/cxcs](http://www.uaf.edu/cxcs)). The Department also supports a M.A. in Cross-cultural Studies which is delivered primarily through Distance Education: see <http://www.uaf.edu/cxcs/masters.html>.

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## University of Alberta

**title of program:** Faculty of Native Studies

- 2-31 Pembina Hall, Edmonton, AB T6G 2H8; (780) 492-2991, fax (780) 492-0527
- <http://www.ualberta.ca/native-studies>
- [nativestudies@ualberta.ca](mailto:nativestudies@ualberta.ca)

**name\title of head\director:** Dr. Chris Andersen, Dean

**degrees granted:** Ph.D. in Indigenous Studies; M.A. Native Studies; B.A. in Native Studies; B.A. (Native Studies) / B.Ed. Five-Year Combined Degree Program (Elementary/Secondary Routes); Bachelor of Science in Environmental Conservation Sciences/Combined degree; Certificate in Aboriginal Governance and Partnership; Certificate in Aboriginal Recreation and Sport.

**description of program offerings:** Cree Languages, Historical and Contemporary Perspectives in Native Studies, Aboriginal Governments and Politics, Treaties and Land Claims, Aboriginal Economic Development, Oral Traditions, Native Art, Perspectives on Aboriginal Health and Well-Being, Native Land Use, Métis Politics, Research Methods, Urban Aboriginal Issues and Identities, Aboriginal people and the Canadian state and law.

**areas of faculty interest\expertise:** Aboriginal Governance; Indian treaties in Canada, Northwest and Yukon territories, Fort Chipewyan, Blackfoot, Cree, women in Native history, Canadian history and politics, post-1870 historical geographies of Aboriginal people, justice issues and Métis history.

**resources available:** Native Studies Student Association, Native Studies Alumni Association, Strynadka/Brady Reading Room.

**financial aid available to students:** (780) 492-3483; students may also contact the Aboriginal Student Services Centre at (780) 492-5677 for information.

**number of students in program:** 208 undergraduates and 15 graduates for 2017/2018.



**distance learning:** Indigenous Canada MOOC <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada>

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## Algoma University

**title of program:** Anishinaabemowin (Ojibwe Language degree)

- Algoma University, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4; (705) 949-2301, fax (705) 949-2301
- [www.algomau.ca](http://www.algomau.ca)

**name\title of head\director:** Patricia Nadeau, Department Chair Designate

**degree(s) granted:** 3 year B.A.

**description of program offerings:** Study of the Ojibwe language in the Great Lakes Region.

**areas of faculty interest\expertise:** Fluent Ojibwe language speaker.

**resources available:** Anishinaabe Initiatives Division of Algoma University with four staff: Director of Anishinaabe Student Success, Anishinaabe Student Advisor, Anishinaabe Events Coordinator and Anishinaabe Outreach Officer.

**financial aid available to students:** Ontario Student Assistance Program (OSAP)

**number of students in program:** 20 students

**distance learning:** no

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## Amherst College

[See listing for [Five Colleges, Inc.](#)]

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## University of Arizona

**title of program:** American Indian Studies

- PO Box 210076, Harvill 218, Tucson AZ 85721-0076; (520)621-7108
- <http://www.ais.arizona.edu/>

**name\title of head\director:** Benedict Colombi, Interim Head

**degrees granted:** B.A. (Major and Minor), M.A., Ph.D., Ph.D. minor, J.D./M.A. concurrent degree in Law and American Indian Studies, 3 graduate certificates (Native Nation Building, American Indian Higher Education, and Administration and Management of American Indian Natural Resources)

**description of program offerings:** We offer a full complement of coursework leading to an undergraduate major (B.A.) and minor and several graduate degrees: a master of arts (M.A.); a joint M.A. and law (JD); and the doctorate (Ph.D.) including AIS as a minor area of concentration for other UA Ph.D. degrees. We have five specializations within our curriculum -- Education, Law and Policy, Literature, Natural Resources Management, and Societies and Culture -- that are supported with coursework and research programs.

**areas of faculty interest\expertise:** We have 40 world-class faculty with various levels of assignments and interactions with AIS, including 8 that are fully or partially funded by AIS and/or other departments such as Anthropology, Education, English, Family and Community Medicine, History, Law, Linguistics, Natural Resources, Sociology, the Udall Center for Public Policy and its Native Nations Institute -- and our collaborations keep growing.

**resources available:** Native student centers: Native American Student Affairs; American Indian Graduate Center. Clubs: American Indian Studies Graduate Student Council; Native American Law Student Association; AISES (American Indian Science and Engineering Society); Indigicat Student Association; Alpha Pi Omega Sorority; American Indian & Indigenous Health Alliance; American Indian Alumni Association; Tohono O'odham Student Association.

**financial aid available to students:** Graduate Teaching Assistantships and Waivers available.

**number of students in program:** 24 graduate students

**distance learning:** [information not provided]

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## Arizona State University

**title of program:** American Indian Studies Program

- American Indian Studies, PO Box 874603, Arizona State University, Tempe AZ 85287-4603; 480-965-3634
- <http://americanindian.clas.asu.edu/>
- <https://www.facebook.com/ASU-American-Indian-Studies-108014949324039/>
- [ais@asu.edu](mailto:ais@asu.edu)

**name\title of head\director:** James Riding In (Pawnee), Interim Director and Associate Professor of American Indian Studies

**degree(s) granted:** B.S., M.S, and Certificates in Politics and Global Studies and Nonprofit Leadership & Management; Concurrent M.S. degree in Public Affairs

**description of program offerings:** The American Indian Studies program emphasizes American Indian sovereignty; indigenoussness; the intellectual and applied study of federal Indian law and policy; nation building and economic development; and arts, languages, and cultures. Our courses are offered by full-time and part-time AIS faculty members, all of whom are citizens of American Indian nations: Myla Vicenti Carpio (Jicarilla Apache, Laguna, Isleta), David Martinez (Gila River O'odham), Mary Eunice Romero-Little (Cochiti Pueblo), Michelle Hale (Navajo, Laguna, Ottawa), Leo KILLSBACK (Northern Cheyenne), Tennille Marley (White Mountain Apache), Cheryl Louise Bennett (Navajo, Comanche), Jolyana Begay (Navajo).

**areas of faculty interest\expertise:** Sovereignty, law and policy, crime and justice, race and stereotypes, histories, cultures, repatriation, colonization/decolonization, Indigenous/human rights, religious freedom, sacred places protection, leadership, films and popular culture, health, gender and sexuality, urban Indians, intellectualism, social movements, Critical Race Theory, Indigenous languages, language revitalization, Navajo language, higher education and administration, and traditional epistemologies and philosophies.

**resources available:** *Wicazo Sa Review: A Journal of Native American Studies*, *Red Ink*, American Indian Student Support Services, American Indian Policy Institute, Center for Indian Education, Indian Legal Program, Labriola National American Indian Data Center; American Indian Council, American Indian Science and Engineering Society, American Indian Graduate Student Association, American Indian Social Work, American Indian Studies Student Organization, Dine Language Club, Native American Business Organization, Native American Law Student Organization, American Indian Students United for Nursing, Inter Tribal Council of Arizona. Arizona State University is centrally located in a state with twenty-two distinct Indian nations.

**financial aid available to students:** [Information not provided.]

**number of students in program:** Approximately 100; 50 Majors, 15 Minors, 25 graduate students; 95 B.S. graduates, 14 M.S. graduates to date.

**distance learning:** Online undergraduate courses offered during the fall, spring, and summer semesters.

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## Athabasca University

**title of program:** Centre for World Indigenous Knowledge and Research

- Athabasca University, Centre for World Indigenous Knowledge & Research, 1 University Drive, Athabasca, AB T9S 3A3; (780) 428-2064

- <http://www.athabasca.ca/indigenous>
- [indigenous@athabasca.ca](mailto:indigenous@athabasca.ca)

**name\title of head\director:** Priscilla Campeau, Chair

**degree(s) granted:** Bachelor of Management - Indigenous Nations and Organizations (major), Bachelor of Management - Indigenous Nations and Organizations (major, Post-diploma)

**description of program offerings:** Our aim is to foster the intellectual growth of our students through quality post-secondary education that is determined by the philosophies and values of Indigenous peoples.

**areas of faculty interest\expertise:** Indigenous Governance, Indigenous Studies, Indigenous Management, Indigenous Law

**resources available:** Website resource library, student support, community services, centre, scholarships/bursaries and students association.

**financial aid available to students:** Bursaries and Scholarships.

**number of students in program:** We have an ongoing registration throughout the year. Athabasca University serves over 38,000 students. We offer over 900 courses in more than 90 undergraduate and graduate programs

**distance learning:** Athabasca University is Canada's leading distance education and online university. Our delivery modes are individualized study, online study and grouped study. You may take our courses and programs regardless of location. For undergraduate individualized study courses, there are no admission deadlines; students may enroll year-round. The only admission requirement is 16 years of age regardless of your previous education. Athabasca University is an accredited degree-granting institution. You can complete a program or take a course(s) which may be transferred to most other post secondary institutions.

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## Augsburg University

**title of program:** American Indian Studies

- Dept of American Indian Studies, Augsburg College, Campus Box 115, 2211 Riverside Ave, Minneapolis MN 55454
- <http://www.augsburg.edu/ais>

**name\title of head\director:** Dr. Eric Buffalohead, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** American Indian Studies is a major that gives students the opportunity to learn about the original, indigenous cultures of North America. Students will be provided with a multidisciplinary understanding of the history and present situation of American Indians. The program emphasizes the interrelations among history, culture, language, literature, the arts, philosophy, religion, political and social forces, and the legal status and sovereignty of American Indians. This course of study exposes students to the richness and beauty of North American Indian cultures.

**areas of faculty interest\expertise:** Hollywood and Indigenous film, Native American Women, Contemporary Issues--local and global, Traditional and Contemporary Art, Literature, History, Storytelling, Religious and Philosophical Thought. As a group, our faculty has worked to provide experiential educational opportunities through travel seminars to central American and across local regions, through internships and applied research for local organizations.

**resources available:** Augsburg Native American Film Series, Native American Writer's Series, Augsburg Indigenous Student Association, American Indian Student Support Program, Storytelling Forum, on-campus speakers, and a growing collection of Native American film, literature, art, history, and cultural texts in our college library.

**financial aid available to students:** Contact Jennifer Simon 612-330-1144  
[simonj@augsborg.edu](mailto:simonj@augsborg.edu)

**number of students in program:** 20

**distance learning:** no

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## Bemidji State University

**title of program:** Indigenous Studies

- Indian Studies Program, 1500 Birchmont Drive NE, Bemidji MN 56601; (218)755-2032
- [https://www.bemidjistate.edu/academics/departments/languages\\_ethnic\\_studies/academic\\_programs/indigenous\\_studies/](https://www.bemidjistate.edu/academics/departments/languages_ethnic_studies/academic_programs/indigenous_studies/)

**name\title of head\director:** Blanca Rivera, Coordinator

**degrees granted:** B.A. in Indian Studies (major and minor); minor in Ojibwe language.

**description of program offerings:** American Indian history, government, and visual arts.

**areas of faculty interest\expertise:** Indigenous Studies.

**resources available:** New building: American Indian Resource Center, The Indian Student Services program, the Council of Indian Students, an AISES chapter, two library collections (the American Indian Bibliography and the NIEA Collection), access to powwows, the Ojibwe Art Expo, and the *Oshkaabewis* Native Journal. BSU is located at the center of three reservations: White Earth, Red Lake, and Leech Lake. Resource people from the reservations are used as teachers and demonstrators. The majority of students at BSU are drawn from these reservations.

**financial aid available to students:** Available, contact: Admissions Office, (218)755-2040.

**number of students in program:** about 200.

**distance learning:** [information not provided]

## Bishop's University

**title of program:** Indigenous Studies

History and Global Studies Department, Bishop's University, 2600 College Street, Sherbrooke Québec J1M 1Z7, Canada; (819) 822-9600, fax 819-822-9661

- <http://www.ubishops.ca/academic-programs/faculty-of-arts-and-science/humanities/history-global-studies/courses-programs/>

**department in which housed:** History and Global Studies

**name\title of head\director:** Dr. Cristian Berco, Chairperson

**degree(s) granted:** Minor

**description of program offerings:** Housed in the department of History, this interdisciplinary minor allows students to explore the world from the perspective of the indigenous peoples of various countries and continents and from within various disciplines. Courses that make up the minor come from history, sociology, environmental studies and geography, religious studies and political studies. The focus of the minor is to allow students to learn about indigenous cultures before, during and after contact with the imperializing forces of Europe. The minor includes courses on North America, Asia, Africa and the Middle East. This minor may be complementary to a degree in International Studies.

**areas of faculty interest\expertise:** Aboriginal and Treaty rights, environmental advocacy

**resources available:** See <http://www.ubishops.ca/future-current-students/>

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Black Hills State University

**title of program:** American Indian Studies

- Center for American Indian Studies, 1200 University, Spearfish SD 57799-9007; (605)642-6578
- <http://www.bhsu.edu/Academics/TheColleges/CollegeofArtsandSciences/DepartmentsandPrograms/HistoryandSocialSciences/AmericanIndianStudies/tabid/909/Default.aspx>

**name\title of head\director:** Dr. Urla Marcus, Director

**degrees granted:** Major and Minor in American Indian Studies; concentration in Lakota Culture.

**description of program offerings:** [See website.]

**areas of faculty interest\expertise:** Lakota Language and Culture, Indian Law, Oral Literature, Contemporary Indian Literature, Contemporary Indian Issues, Indian Women, Indian History.

**resources available:** Library - Case Western Library Collection, Arrow Publications, E.Y. Berry Collection, Emory Lakota Recordings; two student Indian organizations: Lakota Omniciye, AISES.

**financial aid available to students:** Yes.

**number of students in program:** Approximately 20 majors, 50 minors.

**distance learning:** [information not provided]

## Brandon University

**title of program:** Department of Native Studies

- 270 18th Street, Brandon, Manitoba R7A 6A9; (204) 727-9790, fax (204) 726-0473
- <http://www.brandonu.ca/native-studies/>

**name\title of head\director:** Dr. Darrell Racine

**degree(s) granted:** B.A. major and minor

**description of program offerings:** We offer a considerable number of Aboriginal language courses, with an emphasis on Dakota, Cree and Ojibway. Our core areas include Native Philosophy/Indigenous Knowledge Systems, Indigenous Perspectives on Law and Governance, Indigenous Health, as well as Native Literature, Art and Oral Narratives. There is also a Clinical Specialization stream in the Department and a growing Métis Studies emphasis.

**areas of faculty interest\expertise:** Addictions; Aboriginal Health and Wellness; Aboriginal Identity; Indigenous Languages and Linguistics; Genocide and Indigenous Peoples; Indigenous Knowledge Systems; Indigenous Perspectives on Law; Indigenous Research Methodologies; Museology; Native Women and Feminism; Native Philosophy; Natives and the Justice System; Residential Schools; Sovereignty and Self- Government; Treaties and Treaty-Making

**resources available:** We have an Indigenous Peoples' Centre, a ceremonial room, an Aboriginal Students, Council as part of the BU Students' Association, a library with very extensive holdings in the area of Native Studies, the Canadian Journal of Native Studies is published here, and we have a publishing 'house' - Bear Paw Publishing.

**financial aid available to students:** Various scholarships are offered.

**number of students in program:** c. 40 majors and minors

**distance learning:** Yes, and our offerings in this area are growing, with an aim to make a complete online-degree program available.

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## Brigham Young University

**title of program:** Native American Studies

- 2141 JFSB Department of History, Brigham Young University, Provo UT 84602; (801)422-5327.
- <http://history.byu.edu/nas/>

**department in which housed:** Department of History



**name\title of head\director:** Jay Buckley, Director

**degree(s) granted:** B.A. interdisciplinary minor

**description of program offerings:** Core classes in History and English and elective classes in Anthropology, English, History, Humanities, Linguistics, Sociology, and religion.

**areas of faculty interest\expertise:** American West, American Indian literature, American Indian History, Anthropology, Sociology, Northeast and Mississippi Valley, languages: Shoshone, Numic, Salish, Navajo.

**resources available:** Indian communities nearby; Harold A. Cedartree Memorial Pow-Wow (held annually each March) [[https://multicultural.byu.edu/content/byu-cedartree-memorial-competition-pow-wow-E2\\_80\\_93-frequently-asked-questions](https://multicultural.byu.edu/content/byu-cedartree-memorial-competition-pow-wow-E2_80_93-frequently-asked-questions)]; Harold B. Lee Library, one of the top research libraries in the West [<http://www.lib.byu.edu/>]; Multicultural Student Services [<http://multicultural.byu.edu/>]; Native American Outreach Program/Voices of Promise [<http://ce.byu.edu/cw/voices/video.cfm?v=voices-6->]; SOAR (Summer of Academic Refinement) [<https://multicultural.byu.edu/content/soar-information>]; The Eagle's Eye (quarterly publication) [<http://multicultural.byu.edu/eagles-eye>]; Tribe of Many Feathers (campus club) [<http://www.facebook.com#!/group.php?gid=166490512357>].

**financial aid available to students:** Numerous scholarship opportunities; SOAR program; Multicultural Financial Awards, Multicultural Scholarships, and Career Training are available. American Indian Services (<http://www.americanindianservices.org/>) makes educational opportunities possible for qualifying Native American students who otherwise could not afford it. We provide more than 2300 scholarships annually. Students qualify for participation based on academic merit as well as financial need. The Result: Native American graduates who will lead their tribal communities into a hopeful future.

**number of students in program:** c. 50; about 200 Indian students enrolled at BYU.

**distance learning:** not presently available for entire minor.

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## University of British Columbia

**title of program:** First Nations and Indigenous Studies Program

- Buchanan E266, 1866 Main Mall, Vancouver, BC V6T 1Z1; (604) 822-2905, fax (604) 827-5101.
- <http://fnis.arts.ubc.ca>
- [cis.arts@ubc.ca](mailto:cis.arts@ubc.ca)

**name\title of head\director:** Sheryl Lightfoot, Acting Chair

**degree(s) granted:** B.A. major and minor

**description of program offerings:** FNIS is a partner unit in the Institute for Critical Indigenous Studies, an interdisciplinary research hub for innovative and community-directed Indigenous research. Students in FNIS customize their major/minor program through discipline-specific theory, methodologies, and special topics courses along with relevant approved coursework in other academic units. FNIS core curriculum is designed to assist students in integrating their studies around central issues in Indigenous thought, ethical research methods, critical analysis, and engagement with local and global Indigenous contexts and concerns, and towards developing their capacity to complete the capstone fourth-year Research Practicum. The Research Practicum partners students with Indigenous community organizations, with whom students meet to negotiate terms, design projects that address the organization's needs, and assist with project implementation on behalf of the organization. FNIS has also developed a suite of place-based courses that provide learning opportunities for UBC students in partnership with Indigenous communities, such as the Dechinta Centre for Research and Learning in the Northwest Territories; these courses are also available to community-based students for UBC credit.

**areas of faculty interest\expertise:** Core faculty currently have expertise in Indigenous politics, international Indigenous rights movements, literature and media, Indigenous feminisms, geographies, legal traditions, new media, critical theory, and documentary and oral history. Many other forms of expertise are available through interdisciplinary linkages.

**resources available:** FNIS is supported by the Xwi7xwa Library, a branch of the university library with core expertise in Indigenous topics, classifications, and search techniques, as well as the First Nations house of learning, and various programs, staff, and faculty across the university.

**financial aid available to students:** Financial aid is available through university sources.

**number of students in program:** Approximately 450, with about 50 declared majors.

**distance learning:** FNIS has online resources, including Indigenous Foundations (<http://indigenousfoundations.arts.ubc.ca>), but does not currently offer online courses.

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## University of British Columbia - Okanagan

**title of program:** Indigenous Studies Program

- Dr. Jeannette Armstrong, Program Coordinator, Indigenous Studies, Art 275, 1147 Research Road, The University of British Columbia | Okanagan, Kelowna BC, Canada V1V 1V7; (250) 807-9837
- B.A.: <http://ccgs.ok.ubc.ca/prospective/undergrad/indigenous-studies.html>
- M.A., Ph.D.: <https://gradstudies.ok.ubc.ca/prospective/grad-programs/igs.html>
- Indigenous Studies Theme Concentration: <http://indggradstudies.ok.ubc.ca/welcome.html>
- [jeannette.armstrong@ubc.ca](mailto:jeannette.armstrong@ubc.ca)

**department in which housed:** Community, Culture And Global Studies

**name\title of head\director:** Dr. Jeanette Armstrong, Program Coordinator; Dr. Margo Tamez, Program Advisor

**degree(s) granted:** B.A. (Major and Minor), M.A., Ph.D. (Indigenous Studies faculty also supervise and are members of MFA committees housed in the UBC|O Faculty of Critical and Creative Studies).

**description of program offerings:** Situated in the Unceded Okanagan Nation Territory (<http://www.syilx.org/who-we-are/organization-information/okanagan-nation-territory/>), the interdisciplinary Indigenous Studies program offers courses that provide perspectives of Indigenous peoples from the Okanagan, Canada and world communities. The involvement of the Okanagan nation (<http://www.syilx.org/>) and the En'owkin Centre (<https://www.facebook.com/EnowkinCentre/>) in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives. The Indigenous Studies Major offers a Coursework Option and a Community Research Project Option. Students in the Coursework Option complete Indigenous Studies courses and approved courses from other disciplines and Faculties. The Community Research Project Option in the fourth year gives qualified students the opportunity to design individual research projects relevant to a particular Indigenous community or agency and implement the project working onsite in that community or agency. Courses are offered at the second year level in Okanagan and nation-wide Indigenous history and cultures. At the third and fourth year, courses in Indigenous governance, the justice system, land claims, traditional ecological knowledge, the protection of heritage, Indigenous theory, methodology and research applications are offered. Students may complete their Major or Minor program by taking approved courses on Indigenous topics in other disciplines and Faculties.

**areas of faculty interest\expertise:** Indigenous philosophies; Okanagan Syilx thought and environmental ethics coded into Syilx literatures; Indigenous perspectives; traditional ecological methodologies; Ndé consciousness of time, place, and homeland; Indigenous women's consciousness of land-based relations in Kónitsaqáí gokíyaa (Lipan Apache country); Indigenous consciousness along the Río Grande River; Indigenous Peoples & Human Rights; Borders; Militarization; Memory; Indigenous decolonial concepts; Self-Determination; Transitional Justice; the Poetics of Indigenous Movements; Indigenous perspectives of history, colonization and decolonization; Indigenous decolonial thought

on governance and self-determination; Indigenous women's consciousness and activism; Indigenous poetics of resistance and transformation; Traditional knowledge; Indigenous rights; United Nations; intellectual property rights; Indigenous literatures; Indigenous arts; Indigenous rights and traditional knowledge issues in Canada and the UN.

**resources available:** See Aboriginal Programs and Services, <http://students.ok.ubc.ca/aboriginal/welcome.html>; Indigenous Student Association, [http://students.ok.ubc.ca/aboriginal/currentstudents/Indigenous\\_Student\\_Association.html](http://students.ok.ubc.ca/aboriginal/currentstudents/Indigenous_Student_Association.html); Student Services, <http://students.ok.ubc.ca/welcome.html>.

**financial aid available to students:** See <http://students.ok.ubc.ca/finance/welcome.html>.

**number of students in program:** 30 majors, 20 minors, 500 enrolled in courses.

**distance learning:** Contact Program Coordinator.

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## University of Calgary

**title of program:** International Indigenous Studies

- International Indigenous Studies, Department of Political Science, University of Calgary, 2500 University Drive, N.W., Calgary, Alberta, T2N 1N4; (403) 220-5290
- <http://arts.ucalgary.ca/indg/>
- [indprog@ucalgary.ca](mailto:indprog@ucalgary.ca)

**name\title of head\director:** Aruna Srivastava, Co-ordinator

**degree(s) granted:** B.A.

**description of program offerings:** One of a very few programs in Canada that offers international component to indigenous studies. The program incorporates a strong experiential component. A core set of Indigenous Studies courses are offered and students are then required to take courses from cognate fields, e.g., Sociology, History, Anthropology, Literature. Students can also transfer courses from or take courses in nearby First Nations colleges or other universities for credit at the University of Calgary and meet requirements for the International Indigenous Studies program.

**areas of faculty interest\expertise:** Indigenous Ways of Knowing; Research and Protocol; Literature, Film and Art; indigenous law and governance; comparative international indigenous perspectives; indigenous ecologies, Maori Studies, Native American Studies, Treaty 7/Blackfoot studies.

**resources available:** Native Student Services provides additional resources for students, e.g., student organizations, work stations, study rooms, meeting spaces, counseling.

**financial aid available to students:** Students should contact The Native Centre at <http://www.ucalgary.ca/nativecentre/> or the main university website at <http://www.ucalgary.ca> for information on financial aid.

**number of students in program:** 20 undergraduate student majors, 20 students with a minor. The core classes offered by the International Indigenous Studies program are "capped" so as to keep the classes small.

**distance learning:** No; some blended (mixed online and face to face).

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## University of California, Berkeley

**title of program:** Native American Studies

- 506 Barrows Hall, Berkeley CA 94720-2570; (510) 643-0796
- <http://ethnicstudies.berkeley.edu/nas/>
- [ethnicst@berkeley.edu](mailto:ethnicst@berkeley.edu)

**name\title of head\director:** Shari Huhndorf, Chair

**degrees granted:** B.A. (major); UC-B also offers Ph.D. in Ethnic Studies with a concentration in Native American studies.

**description of program offerings:** The Native American Studies Program exists to broaden the understanding of students interested in the history, literature, culture, and contemporary situations of Native Americans. The curriculum has been structured to provide courses that deal with both historical, literary, and cultural analysis of Native American cultures and contemporary legal and social institutions that affect Native American life. Undergraduate courses include such offerings as: Native American Studies Reading and Composition, Native American Literature, Native Americans in the Twentieth Century, Native American Law, Native American Tribal Governments, Native American Economic Development, Theories and Methods in Native American Studies, Native American Women, Native American Philosophy, Native American Cinema, and various courses in Native American oral and written literatures. The program not only stresses sound academic preparation in the classroom but also allows students the flexibility to take part in community-oriented education through field work or studies directed toward community situations and problems.

**areas of faculty interest\expertise:** Anthropology, History, Literature, Law, Cultural Studies, Visual Culture, Indigenous language study and revitalization.

**resources available:** Native American Library, Hearst Museum of Anthropology, UCB Linguistics Department, California Academy of Sciences, Inter-tribal Friendship House, National Indian Justice Center, Bay Area Indian Agency Representatives, American Indian Film Institute.

**financial aid available to students:** Shirley Martin Scholarship Fund.

**number of students in program:** 20 undergraduate, 10 in the graduate program.

**distance learning:** no

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## University of California, Davis

**title of program:** Native American Studies

- Dept. of Native American Studies, One Shields Ave., University of California, Davis CA 95616; (530)752-3237
- <http://nas.ucdavis.edu/>

**name\title of head\director:** Zoila Mendoza, Chair

**degrees granted:** B.A. (major and minor); M.A.; Ph.D.; M.A. and Ph.D. w/ Designated Emphasis in Native American Studies for doctoral students enrolled in graduate programs in English, History, Spanish, Comparative Literature, Anthropology, Sociology, Psychology, Geography, Linguistics, Music, Biological Systems Engineering, and Performance Studies.

**description of program offerings:** The Department of Native American Studies focuses on the indigenous peoples of the Americas, on the peoples, nations, tribes, and communities whose ancestors have lived in North, Central and South America from earliest times. It is interdisciplinary in its scholarly approach to the world of American Indian peoples, offering a comprehensive and comparative perspective, including attention to the increasing dislocation and diaspora of indigenous people throughout the Americas.

At the Master's level, we offer a course of study designed to prepare students for work in tribal administration and education, museums and cultural centers, community development, and public policy. The Master's program also prepares students to teach in tribal or other community colleges. NAS Master's students have pursued law school as well as further study in Native American Studies or related fields.

At the Ph.D. level, we offer a course of study designed to train, strengthen and enlarge the critical mass of scholars working within the field of Native American Studies. Our graduates will be positioned to contribute to Native critical and creative intelligence in all its complexity. They will take their place as scholars within Native American Studies programs and relevant disciplines within social sciences and humanities.

**areas of faculty interest\expertise:** Native American/Indigenous ethnohistory/history; literature; art, art history, museum studies; language and linguistics; politics and development; religion and philosophy; racism and colonialism; ethnomusicology; Native California Languages; refugees and human rights; Native women; environmental studies; environmental justice; performance and dance studies; Eastern North America,

Southwest/North Mexico, Great Basin, California, Mexico, Central America, South America.

**resources available:** Within NAS: IRCA (Indigenous Research Center of the Americas); Native American Language Center; C. N. Gorman Museum; NASU (Native American Student Union), AISES (American Indian Science and Engineering Society), NEUE (Natives Empowered through Unity in Education), Native American Law Student Association. There is one Native staff person in the EOP/SAA office on campus who works with Native students, and one Native staff recruiter who engages in Outreach programs mostly within California. The Department of Native American Studies has a Student Affairs Officer who works with undergraduates. The UC Davis campus also has a counselor who specifically works with Native American students. NAS offers Summer Abroad courses (with field trips) in San Cristobal de las Casas, Chiapas, Mexico; Oaxaca, Oaxaca, Mexico; and Quito, Ecuador.

**financial aid available to students:** At the undergraduate level: Rising Tribal award, work-study programs, and student loans; at the graduate level: work study programs, graduate research positions, Teaching Assistantships, Associate Instructor positions; numerous university-wide fellowships.

**number of students in program:** About 25 undergraduate majors, 35 minors; 8 graduate students in the Designated Emphasis program, 25 graduate students in the NAS Graduate Program.

**distance learning:** none as yet.

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## University of California, Los Angeles

**title of program:** Interdepartmental Program in American Indian Studies

- 3220 Campbell, Box 951548, Los Angeles CA 90095-1548; (310) 825-6541
- <http://www.americanindianstudies.ucla.edu/>

**name\title of head\director:** Mishuana Goeman, Chair

**degrees granted:** B.A. (Capstone Major and Minor)\* in American Indian Studies; M.A. in American Indian Studies; J.D./M.A. (Joint Degree) in Law and American Indian Studies [\*Honors B.A.]

**description of program offerings:** Two research tracks for undergraduate studies: Indigenous Peoples of the Americas and Global Indigenous Issues. Four areas of concentration for Graduate studies: (1) History and Law, (2) Economic Development and Native Nation Building, (3) Social Relations, and (4) Language, Literature and Expressive Arts.



**areas of faculty interest\expertise:** American Indian Studies faculty include Randall Akee (Public Policy), Tara Browner (Ethnomusicology), Keith Camacho (Asian American Studies), Jessica Cattelino (Anthropology), Duane Champagne (Sociology), Michelle Erai (Gender Studies), Linda Garro (Anthropology), Hanay Geiogamah (Theater Arts), Mishuana Goeman (Gender Studies), Carole E. Goldberg (Law), Felicia Hodge (Nursing/Law), Paul V. Kroskrity (Anthropology), Benjamin Madley (History), Vicky Mays (Psychology), Teresa McCarty (Education), Pamela Munro (Linguistics), Peter Nabokov (World Arts & Cultures), Stella Nair (Art History), Ellen Pearlstein (Information Studies), Nancy Reifel (Dentistry), Angela Riley (Law), Greg Schachner, (Anthropology), David Delgado Shorter (World Arts and Cultures), Shannon Speed (Anthropology/Gender Studies), Kevin Terraciano (History), and Concepcion Valadez (Education).

**resources available:** American Indian Studies Center (an organized research unit separate from the Interdepartmental program) composed of Research Unit, Specialized Library, Publications Unit, and Student/ Community Relations Unit. American Indian Recruitment (under the Community Programs Office), offers tutoring and college prep aid to local American Indian students and tribes. Retention of American Indians Now! (under the Community Programs Office), offers mentorship, retention support for undergraduates students. Sienna Whittington, Native American Recruiter (Undergraduate Admissions), contact: (310) 825-3101.

**financial aid available to students:** Limited number of graduate fellowships which cover registration fees (plus out-of-state tuition for non-residents of California) and a small stipend. Graduate Opportunity Fellowship (covers registration fees plus a year stipend) for 1st year graduate students. The Arianna and Hannah Yellowthunder Scholarship is open to both undergraduate and graduate students of American Indian/Native American descent.

**number of students in program:** 19 graduate students, 23 undergraduate students.

**distance learning:** Online courses offered through the Tribal Learning Community for Education Exchange in collaboration with UCLA Extension and the Native Nations Law and Policy Center, more information email: [tlcee@lawnet.ucla.edu](mailto:tlcee@lawnet.ucla.edu).

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## University of California, Riverside

**title of program:** Native American Studies

- Humanities-Social Science Building 7008; (951) 827-1974
- [http://www.ethnicstudies.ucr.edu/undergraduate/area\\_of\\_study/NativeAmericanStudies.html](http://www.ethnicstudies.ucr.edu/undergraduate/area_of_study/NativeAmericanStudies.html)

**department in which housed:** Ethnic Studies Department (B.A.), Department of History (Ph.D.)



**name\title of head\director:** Alfredo M. Mirandé, Chair

**degrees granted:** B.A. in Native American Studies; minor in NAS; B.A. in Ethnic Studies with emphasis in NAS; M.A. in American Indian History through the Dept of History; Ph.D. with Research and Complimentary (first or second) Fields in American Indian History and in Public History.

**description of program offerings:** Northwest, Southwest, and California Indian History; History of disease among Native Americans; Native American Oral and Contemporary Literatures; Ojibway History, Resistance Movements, and Survival Strategies.

**areas of faculty interest\expertise:** (See above.) Faculty include Cliff Trafzer, Rebecca Kugel (History); Robert Perez, Victoria Bomberry (Ethnic Studies).

**resources available:** The Ph.D. in American Indian History and Public History is a link between the university and Native communities, conducting research important to tribes and urban Indians. In addition, there are Native American Student Programs and Student Outreach Services/High School Recruitment. These programs both recruit and aid Native American students.

**financial aid available to students:** Through the History Department, we offer competitive fellowships to study American Indian History and Public History.

**number of students in program:** 15 Ph.D. students.

**distance learning:** [information not provided]

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## California State University, Chico

**title of program:** Center for Multicultural and Gender Studies

- CMGS, California State University, Chico CA 95929-0420; (916) 895-5249
- <http://www.csuchico.edu/mcgs/minors/index.shtml#american-indian-studies>
- [mcgs@csuchico.edu](mailto:mcgs@csuchico.edu)

**name\title of head\director:** Lisa Emmerich, Advisor

**degrees granted:** Minor in American Indian Studies; Major with emphasis on American Indian Studies.

**description of program offerings:** American Indian Studies is intended to provide a flexible and broad selection of courses which will expose students both to the traditional body of knowledge about the American Indian and to subject matter useful in shedding light on the problems facing the American Indian today.

Courses include Introduction to American Indian Studies, American Indian

Literature, Worldviews of the American Indians, North American Indians, American Indian Law, American Indian History, Issues in American Indian Education, as well as more general courses on cross-cultural environmental ethics and intercultural communication.

**areas of faculty interest\expertise:** American Indian Studies faculty come from the departments of History, Psychology, English, Anthropology, Health and Community Service, Political Science, and Religious Studies.

**resources available:** Four Winds of Indian Education, American Indian Club, Indigenous Nations Alliance.

**financial aid available to students:** Federal scholarships (nothing local).

**number of students in program:** 5 registered minors, 3 majors with concentration in AIST.

**distance learning:** [information not provided]

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## California State University, East Bay

**title of program:** American Indian Studies Option

- Dept of Ethnic Studies, CSU, Hayward CA 94542-3000; (510)885-3255
- <http://www.csueastbay.edu/ethnic/>
- [enrique.salmon@csueastbay.edu](mailto:enrique.salmon@csueastbay.edu)

**department in which housed:** Department of Ethnic Studies

**name\title of head\director:** Enrique Salmon, Ethnic Studies Department

**degrees granted:** B.A. major or minor option.

**description of program offerings:** Minor or option in Native American Studies for any major campus wide--28 quarter units required.

**areas of faculty interest\expertise:** North and Central America; agroecology, ethnoecology, ethnobotany; linguistic and medical

anthropology; U.S. policy; environmental justice; identity issues.

**resources available:** Minimal.

**financial aid available to students:** EOP excellent.

**number of students in program:** 32 minors.

**distance learning:** [information not provided]

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## California State University, Long Beach

**title of program:** American Indian Studies

- 1250 Bellflower Blvd., Long Beach CA 90840-0902; (562)985-5293
- <http://www.csulb.edu/colleges/cla/departments/americanindianstudies/>

**name\title of head\director:** Craig Stone, Director

**degrees granted:** minor and certificate in American Indian Studies.

**description of program offerings:** The program offers 20 courses including art (3), history(3), culture(3), Federal Indian Law(1), education(1), media(1), cinema(1), contemporary issues(1), intro to AIS (1), philosophies(1), literature(2), internship(2). CSULB Ranks 10th Nationally in Awarding Bachelor's Degrees to Minority Students According to Diverse Issues in Higher Education. Among individual ethnicities, CSULB ranked seventh nationally in conferring bachelor's degrees to Native Americans, first nationally in foreign languages degrees awarded to Native Americans, first in English degrees to Native Americans, first in math and statistics to Native Americans, and first in parks and recreation degrees to Native Americans.

**areas of faculty interest\expertise:** American Indian history, law, art, drumming, American Indian philosophies, family, literature, American Indian women's literature, education, media and cinema.

**resources available:** The University is near the largest urban Indian population and affiliated with Southern California Indian Center. There is an advisor specifically for American Indian students.

**financial aid available to students:** There is a small loans program; Graduate Equity fellowships (up to \$5000) and \$25,000 beginning undergraduates scholarships (which pay all expenses: tuition, fees, housing, meals, books, etc. for four years) for high school valedictorians and national merit finalists in California.

**number of students in program:** 240 American Indian students on campus; 40 of the 500 students who take AIS classes are American Indian.

**distance learning:** none offered.

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## California State University, Northridge

**title of program:** American Indian Studies

- CSUN, 18111 Nordhoff Street, Northridge, CA 91330-8415
- <http://www.csun.edu/americanindianstudies/>
- [scott.andrews@csun.edu](mailto:scott.andrews@csun.edu)

**name\title of head\director:** Scott Andrews, Interim Director

**degree(s) granted:** Minor

**description of program offerings:** Interdisciplinary. Four AIS courses (Intro to AIS, AI Law and Policy, AI Contemporary Social Issues, and AI in Popular Culture) and other courses offered through anthropology, history, English, religious studies, and art.

**areas of faculty interest\expertise:** Dr. Karren Baird-Olson teaches the introductory course and AIS courses relative to sociology and law/policy. She has published on AIS topics of gender, criminology, and interethnic relations. Dr. Scott Andrews teaches AI literature in the English Department and the AIS popular culture course. He has published poetry, fiction, and essays on contemporary AI literature.

**resources available:** American Indian Student Association has its own meeting space on campus; it sponsors an annual powwow and activities for Indigenous Awareness Month in November (including Columbus Day protest), as well as other events and field trips. The student association is supplemented by the First Nation Alumni Association (FNAA).

**financial aid available to students:** Referral source.

**number of students in program:** Between 5 and 10 students in the minor; the students active in AISA varies from 10-20.

**distance learning:** no

## California State University, Sacramento

**title of program:** Native American Studies

- Ethnic Studies/NAS, 60000 J Street, Sacramento CA 95819-6013; (916) 278-6363
- <http://www.csus.edu/nas>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Annette Reed, Director

**degrees granted:** B.A. Minor in Native American Studies; B.A. in Ethnic Studies (major or minor) w/ concentration in Native American Studies.

description of program offerings: The Native American Studies program is designed to broaden educational opportunities for American Indian students and provide an educational experience for those interested within the total student body. In addition, the program provides students with a rich interdisciplinary approach to theoretical, historical, and contemporary perspectives regarding the study of native peoples. As a third goal, the program seeks to enhance cultural awareness and identity in the classroom, the campus and campus community.

To promote these goals, Native American Studies cooperates with other university agencies in recruiting, counseling, tutoring, and coordinating financial aid for American Indian students. In 2002, in conjunction with Rumsey Band of Wintun Indians, Native American Studies established the Rumsey California Native American Scholarship. Curriculum development and enhancement remains central to our program. Also, beginning in 2003 we serve as co-sponsors for the highly successful Summer Rez Program for Native American High School Students. We continue to work actively in various capacities within the larger Native American communities.

**areas of faculty interest\expertise:** American Indians, Sovereignty and U.S. Laws; Native American Tribal Governments; California Native Experience; Indians, Film, and Popular Culture; Native American Women; Native Voice, Memory, and Biography.

**resources available:** [Information not provided.]

**financial aid available to students:** [Information not provided.]

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

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## California State University, San Marcos

**title of program:** Native Studies

- Native Studies Program, California State University, San Marcos, San Marcos, CA 92096; (760)750-4619
- <http://www.csusm.edu/air>
- [jproudfi@csusm.edu](mailto:jproudfi@csusm.edu)

**name\title of head\director:** Joely Proudfit, Ph.D., coordinator the California Indian Culture and Sovereignty Center and Chair of American Indian Studies

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The Major in American Indian studies provides a critical academic field of study, intellectual engagement with, and place-based understanding of, American Indian epistemologies. Graduates will investigate the formation of tribal sovereignty and the culture and identity of tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. Graduates will gain both knowledges about, and experience working with American Indian communities. Graduates will be prepared to work with a politically distinct segment of the population in a variety of fields, such as healthcare, education, media, arts, environmental, business, non-profit public service organizations, and government. The capstone course for the major provides a rigorous option for students to demonstrate their applied knowledge through experiential learning and community engagement.

The American Indian Studies (AIS) Minor is framed in American Indian Epistemologies and a place-based perspective, providing students with opportunities to engage intellectually and to develop critical understandings of tribal sovereignty, the culture and identity of California Tribal Nations, and American Indians in North America more generally. The Minor prioritizes the worldwide views of Tribal Nations, introducing students to relevant research in American Indian (de)colonization, political and economic development, arts and culture, tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, activism, and nation-building. As a whole, the minor enriches students by developing the cultural proficiency required to work successfully in the diverse professions that serve American Indian communities.

**areas of faculty interest\expertise:** Principal native studies faculty members have expertise in Tribal Government, American Indian Political and Economic Development, American Indian history, American Indian media and art, American Indian education, ethnobotany and traditional medicine, and the teaching of native languages.

**resources available:** The California Indian Culture & Sovereignty Center located on campus (SBSB 118) <https://www.csusm.edu/cisc/index.html>. Through its tribal community liaison and the university president's Native Advisory Council, the university has formed close relationships with a number of local Indian communities. The university has signed a memorandum of agreement with one reservation to encourage its students to attend Cal State San Marcos and is seeking others. The California Indian Cultural and Sovereignty Center fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities. [https://www.csusm.edu/air/resources/financial\\_aid\\_scholarships.html](https://www.csusm.edu/air/resources/financial_aid_scholarships.html) Students who sign up to be on our server list get emails from Dr. Proudfoot with scholarship and internship opportunities.

**financial aid available to students:** In addition to other programs the university offers the annual Lee Dixon memorial scholarship for a tribally-enrolled American Indian

student based on academic achievement, service to the Indian community, and financial need, with preference to incoming freshmen.

**number of students in program:** c. 12

**distance learning:** [information not provided]

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## Cape Breton University

**title of program:** Mi'kmaq Studies

- PO Box 5300, Sydney, Nova Scotia B1P 6T2 Canada; (902) 539-5300, fax (902) 562-0119
- <http://www.cbu.ca/indigenous-affairs/unamaki-college/departments-of-indigenous-studies/>

**name\title of head\director:** Ian Brodie, Department Chair; Lindsay Marshall, Director, Mi'kmaq College Institute. The Mi'kmaq College Institute, which was instituted July 2000, oversees all academic matters associated with Mi'kmaq initiatives, issues and University Courses. It is the umbrella for the following Programs and Services at University College of Cape Breton:

Aboriginal Programming, Director Ms. Ann C. Denny  
 Mi'kmaq Student Services, Director Patrick Johnson.  
 Mi'kmaq Resource Centre, Director Patrick Johnson

**degrees granted:** B.A. (major and minor) in Mi'kmaq Studies; B.A.C.S. Bachelor of Arts in Community Studies (concentration in Mi'kmaq Studies); B.Sc. Mi'kmaq Component; B.B.A. Mi'kmaq Component; Mi'kmaq Science Advantage Program; Mi'kmaq Business Development Program; Natural Resources Certificate; Court Workers Certificate; Certificate in Public Administration, Concentration in First Nations Affairs.

**description of program offerings:** Mi'kmaq Studies, Linguistics, Native Art and Music, Mi'kmaq English, Mi'kmaq Ethnobotany, Conversational Mi'kmaq, Mi'kmaq History, Introduction to Mi'kmaq Literacy, Mi'kmaq Government, Lexicology, Peoples of Native North America, Cross Cultural Perspective, Aboriginal and Treaty Rights in Canadian Constitution, Race and Ethnic Relations, Race Relations in North America, Contemporary Mi'kmaq Issues.

**areas of faculty interest\expertise:** Student Services, Mi'kmaq courses.

**resources available:** Mi'kmaq Cultural Centre, Mi'kmaq Student Services, Mi'kmaq Student Centre, Mi'kmaq Student Advisor, Mi'kmaq Student Association, Mi'kmaq Access Program, Mi'kmaq Resource Centre, tutoring is available to all Mi'kmaq students.

**financial aid available to students:** Mi'kmaq students are usually funded by their home reserves through their education programs; Mi'kmaq students are eligible to apply for Student Loans. Mi'kmaq students are eligible to apply for University entrance scholarships and bursaries to help offset the cost of getting an education..

**number of students in program:** 200 full-time, 20 part-time students.

**distance learning:** [information not provided]

## Central Michigan University

**title of program:** American Indian Studies Certificate

- Cultural and Global Studies, College of Liberal Arts and Sciences, Central Michigan University, Mt. Pleasant, MI 48858
- <https://www.cmich.edu/colleges/class/school/CGL/Pages/American-Indian.aspx>
- [berklad@cmich.edu](mailto:berklad@cmich.edu); [brown3t@cmich.edu](mailto:brown3t@cmich.edu); [cassi2m@cmich.edu](mailto:cassi2m@cmich.edu)

**name\title of head\director:** Dr. Ari Berk, Dr. Tracy Brown, and Dr. Michelle Cassidy, Advisors

**degree(s) granted:** Undergraduate Certificate

**description of program offerings:** The faculty in the certificate program offer courses in Native American literature and film; the history of Native North America; and contemporary issues that impact American Indian communities today. The Denison Visiting Professorship has brought Native American intellectuals, writers, and artists such as Winona LaDuke and Gayle Ross to campus for semester and year-long residencies; they have offered courses on the art of storytelling, Native skywatchers as well as Native American arts. The Native American Program office plans events of interest to those in the certificate throughout the academic year (pow-wows, Native American Heritage Month programming, annual and occasional tribal cultural events and art exhibits).

**areas of faculty interest\expertise:** Dr. Ari Berk : Native American Literature, Folklore, Mythology, Ethnohistory, Early Modern Intercultural encounters, Native Cultures of the Southwest, Maya Iconography and Myth, Works of N. Scott Momaday and Leslie Marmon Silko. Dr. Tracy Brown: Native North American ethnohistory, Spanish colonization of and US imperialism in the US Southwest, Pueblo Indian ethnohistory, contemporary American Indian Issues.

**resources available:** Special collections at the Clarke Memorial Library, Ziibiwing Cultural Center in Mount Pleasant, Central Michigan University cultural events and programming through the Office of Native American Programs (pow-wows, Native American Heritage Month programming, annual and occasional tribal cultural events and



art exhibits), Denison Visiting Professorship and Collection, social, cultural, and educational/professional alliances with Saginaw Chippewa Tribe, NAISO (North American Indigenous Student Organization), AISES (American Indian Science and Engineering Society at CMU, NAISEC (North American Indigenous Summer Enrichment Camp), the Nijikewehn Mentoring Program, Three fires Tribal Wellness Internship.

**financial aid available to students:** the same aid that is available to all CMU students, as well as aid from state (Michigan Indian Tuition Waiver) and national programs for students of Native American descent.

**number of students in program:** 5

**distance learning:** One course in the certificate, Anthropology 320 (North American Indian Cultures) is offered online.

## Central Washington University

**title of program:** American Indian Studies

- 400 E. University Way, Ellensburg, WA 98926; (509) 963-1305
- <https://www.cwu.edu/native-american/>
- [mccutchp@cwu.edu](mailto:mccutchp@cwu.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Patrick McCutcheon, Director

**degree(s) granted:** Minor

**description of program offerings:** The American Indian Studies minor program goals are to provide an interdisciplinary opportunity to learn about American Indian peoples; to facilitate research and creative activities that concern American Indian peoples; and to recognize the diversity represented in the rich heritage of American Indians. Students with a minor in American Indian studies will use academic and experiential knowledge to appreciate the natural and cultural diversity of American Indian people.

[http://catalog.acalog.cwu.edu/preview\\_program.php?catoid=8&poid=1758&bc=1](http://catalog.acalog.cwu.edu/preview_program.php?catoid=8&poid=1758&bc=1)

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** See <https://www.cwu.edu/programs/paying-college>, <http://www.cwu.edu/scholarships/>

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Colgate University

**title of program:** Native American Studies

- Native American Studies, Hamilton NY 13346; (315) 228-7806
- <http://www.colgate.edu/academics/departments-and-programs/native-american-studies>
- [mclorenz@colgate.edu](mailto:mclorenz@colgate.edu)

**name\title of head\director:** Carol Ann Lorenz, Director

**degrees granted:** Major concentration and minor in Native American Studies.

**description of program offerings:** The Native American Studies Program offers students the opportunity to undertake a comparative study of the pre-Columbian, colonial, and contemporary cultures of North and Latin America. The required and elective courses are drawn from a wide range of disciplines, representing the various topical and regional interests of Colgate faculty whose specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion. Themes and topics of the major include the integrity, richness, and complexity of Native cultures; the reciprocal impact of contact between Native and non-Native populations in the Western Hemisphere; modes and processes of culture change; cultural disruption, resistance, and vitality; social movements; indigenous ways of knowing; and an understanding of the variety of methodological and theoretical approaches to Native American Studies, including comparisons with other indigenous cultures. A major in Native American Studies provides an excellent foundation for graduate education in the disciplines mentioned, as well as professional work in areas such as contract archaeology, environmental and cultural resource management, government services, non-governmental and non-profit organizations, law, museums, public health, and teaching.

**areas of faculty interest\expertise:** Colgate faculty specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion.

**resources available:** A Study Group to (off-campus semester program) Santa Fe, New Mexico whose purpose is to expose a select group of students to Native American history, archaeology, life, and culture through study and personal contact with American Indians and Indian cultural resources in the "Pueblo Plateau" country of the upper Rio Grande.

**financial aid available to students:** Available particularly for Native American Students.

**number of students in program:** 6-12.

**distance learning:** no

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## University of Colorado, Boulder

**title of program:** Native American and Indigenous Studies

- Ketchum 30, Campus Box 339 Boulder CO 80309; (303) 492-8852
- <http://www.colorado.edu/academics/programs/ethnic-studies>
- [ethnic.studies@colorado.edu](mailto:ethnic.studies@colorado.edu)

**department in which housed:** Ethnic Studies

**name\title of head\director:** Arturo Aldama, Chair

**degrees granted:** Ph.D. in Comparative Ethnic Studies, BA and minor in Ethnic Studies

**description of program offerings:** Interdisciplinary research in American Indian Studies; research and critical examination of culture, history, and contemporary issues.

**areas of faculty interest\expertise:** Native American literature, film, history and culture, Native American women.

**resources available:** Bueno Center for Multicultural Education, Career Services, Center for Multicultural Affairs, Miramontes Arts and Sciences Program, Oyate student association.

**financial aid available to students:** Information at <http://www.colorado.edu/StudentAffairs/finaid/index.html>.

**number of students in program:** 115 majors and 60 minors.

**distance learning:** no

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## Concordia University

**title of program:** First Peoples Studies Program

- 1455 de Maisonneuve Blvd. West, Montreal, QC H3G 1M8; (514) 848-2424, x2532
- <https://www.concordia.ca/artsci/scpa/programs/first-peoples-studies-ba.html>

**name\title of head\director:** [information not provided]

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The First Peoples Studies program is a Major designed to introduce the student to the world of First Peoples (First Nations, Inuit, and Métis), specifically within the Quebec context. It investigates the history, the current situation, and the changing needs of First Peoples. Taught from First Peoples perspectives and based on sound, culturally sensitive research, the program's aim is to bring accurate awareness and a better understanding of First Peoples issues, develop further understanding of society's standing in relation to First Peoples, and build mutual understanding between Quebec society and First Peoples.

We offer, aside from the Introduction to First People Studies, core courses on Algonquian, Inuit, and Haudenosaunee peoples (including languages), Art, Education, The Indian Act, Politics, Sacred Stories, Contemporary Issues, Treaties, Governance, Rights, and International Issues.

**areas of faculty interest\expertise:** Dr. Karl Hele: First Nations in Canada, Early contacts between First Peoples and Newcomers, Anishinaabe, Métis, Borderlands, Great Lakes, Colonial Canada. Dr. Louelly White: Indigenous identity formation and cultural resurgence; boarding/residential school experiences and historical roots of contemporary ideologies toward culture and language; Indigenous language and cultural immersion influences on academic performance; community participatory research.

**resources available:** Aboriginal Student Resource Centre.

**financial aid available to students:** See <http://www.concordia.ca/students/aboriginal/awards-bursaries.html>

**number of students in program:** 55 majors and minors

**distance learning:** no

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## University of Connecticut

**title of program:** Native American & Indigenous Studies

- c/o Kevin McBride, Department of Anthropology, University of Connecticut, Beach Hall Room 444, 354 Mansfield Road, Storrs CT 06269-2178; (860) 486-2137
- <http://iisp.uconn.edu/wp-content/uploads/sites/166/2013/08/NAIS.pdf>

- [kmcbride@mptn.org](mailto:kmcbride@mptn.org)

**name\title of head\director:** Dr. Kevin McBride, Coordinator

**degree(s) granted:** B.A. minor; Individualized Major; Graduate Study

**description of program offerings:** UConn offers an interdisciplinary Minor in Native American and Indigenous Studies through the College of Liberal Arts and Sciences. Students must complete a minimum of 15 credits distributed across at least three disciplines, drawing on courses related to topics in history, culture, political relations, contemporary issues, and other concerns among Native American and Indigenous peoples in other parts of the world. Faculty in NAIS are dedicated to the academic exploration of the history, culture, and contemporary issues facing Native American and Indigenous peoples. They study Native Americans in Connecticut, New England, and elsewhere and are engaged in cultural and historic preservation, museum studies, economic development, and other concerns. See: <http://catalog.uconn.edu/minors/#Nat>. UConn also offers an individualized major in Native American and Indigenous Studies (NAIS), consisting of at least 36 credits of 2000-level or higher courses. Requirements include: a research methods course; a capstone course or senior thesis; a writing intensive course; and an experiential learning component. Contact Dr. Monica van Beusekom, Director, Individualized and Interdisciplinary Studies Program at [monica.vanbeusekom@uconn.edu](mailto:monica.vanbeusekom@uconn.edu). See: <http://iisp.uconn.edu/wp-content/uploads/sites/166/2013/08/NAIS.pdf>. Graduate students at UConn can choose a course of study in Indigenous Studies and Historical Archaeology with a particular regional focus that encompasses New England, the Atlantic Seaboard, and the broader Atlantic World. Faculty offer training in theory and method to address critical questions in the encounters, relationships and histories of Native American, African-American and Colonial peoples and their descendant communities. See: <http://www.anth.uconn.edu/NWAE/index.php>.

**areas of faculty interest\expertise:** Dr. Joseph Comprone, Professor of English; Dr. Kevin McBride, Associate Professor of Anthropology; Dr. Nancy Shoemaker, Professor of History.

**resources available:** Native American Cultural Society at Storrs campus.

**financial aid available to students:** Not at present, but students can apply for internships at the Connecticut State Museum of Natural History, Mashantucket Pequot Museum and Research Center, and the Office of the Connecticut State Archaeologist.

**number of students in program:** 4-5 at any given time.

**distance learning:** Not at present.

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**Cornell University**

**title of program:** American Indian Program

- 450 Caldwell Hall, Ithaca NY 14853; (607)255-6587
- <http://aiisp.cornell.edu/academics/minor>
- [aipoffice@cornell.edu](mailto:aipoffice@cornell.edu)

**name\title of head\director:** Jolene Rickard, Ph. D., Director

**degrees granted:** B.A. Minor in American Indian Studies; Graduate Minor in American Indian Studies.

**description of program offerings:** The American Indian Program (AIP) at Cornell is a multi-disciplinary, inter-college program that coordinates campus-wide activities in academics, student support, extension, university residence life, and publications. The AIP affirms the many and varied experiences of indigenous youth and supports and enables their achievement at Cornell. It advances scholarship and research in a variety of disciplinary fields, extending Cornell resources to Indian communities on health, environmental, policy and related issues. It provides public forums addressing some of the leading issues and topics in indigenous studies to further the discussions and efforts for indigenous self determination.

**areas of faculty interest\expertise:** The AIP faculty are located in the departments of Anthropology, Art, Development Sociology, English, History, History of Art and Visual Studies, Horticulture, Law, Linguistics, Natural Resources and Performance Studies.

**resources available:** Fellowship opportunities through AIP's membership in the Newberry Consortium in American Indian Studies; AIP student enrichment grants for travel, research, internships and experiential learning opportunities; Native American Communities Outreach; Akwe:kon Residence Hall; NASAC (Native American Students at Cornell), (AISES) American Indian Science and Engineering Society), IGSA (Indigenous Graduate Student Association), NALSA (Native American Law Student Association).

**financial aid available to students:** Contact American Indian Program for more information: Kathy Halbig (Student Development Specialist) at [klh37@cornell.edu](mailto:klh37@cornell.edu).

**number of students in program:** 170

**distance learning:** no

## Dartmouth College

**title of program:** Native American Studies

- Sherman House, 37 N. Main St. HB 6152, Hanover NH 03755; (603)646-3530

- <http://native-american.dartmouth.edu/>

**name\title of head\director:** Melanie B. Taylor, Chair

**degrees granted:** B.A. (major and minor).

**description of program offerings:** Currently, core courses include Perspectives in Native American Studies; Indian Country Today; North American Native History; Peoples and Cultures of Native North America; Native Americans and the Law; Native American Literature; Native American biographies; Oral literature; Indigenous Nationalism, Native Rights & Sovereignty; Indian Killers: Murder & Mystery in Native American Literature & Film; Native American Law & Literature; American Indian Intellectuals; Alaska: American Dreams & Native Realities; Senior Seminars, Independent Study and Honors. Various seminar and topical courses are offered from year to year. Dartmouth students from all ethnic backgrounds may achieve a major or minor in Native American Studies. As an interdisciplinary modified major, Native American Studies often serves as a supplement to the traditional major fields of study currently offered at the College.

**areas of faculty interest\expertise:** Tribal history, history of federal Indian policy, Native American autobiography, ethnohistory and ethnohistorical methodology, environmental science, modern and traditional Native American literatures, tribal government, tribal sovereignty, federal Indian law, culture and history of Native Alaskans and Natives of Northwest Coast, archaeology, ancient civilizations in Basin of Mexico.

**resources available:** Dartmouth's Baker Library supports an extensive collection of Native American material. Native American Studies also maintains and supports its own library. Students majoring (or minoring) in NAS may apply for funding from the program to support internships or off-campus independent research projects. Students receive additional support from the Native American Program (NAP) and other mentoring activities. Dartmouth college also offers the Eastman Fellowship to support a Native American graduate student in completing the Ph.D. dissertation.

**financial aid available to students:** See Financial Aid office.

**number of students in program:** Approximately 20 majors.

**distance learning:** no

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## East Central University

**title of program:** Native American Studies

- East Central University, Department of History and NAS, 1100 E. 14<sup>th</sup> St., Ada, OK 74820; (580)559-5419

- <http://www.ecok.edu/academics/colleges-and-schools/college-liberal-arts-and-social-sciences/departments/history-and-1>

**department in which housed:** History and NAS

**name/title of head/director:** Scott Barton, Chair

**degree(s) granted:** B.A. Major and Minor Native American Studies

**description of program offerings:** A flexible interdisciplinary degree program that prepares non-Native and Native students with the skills and knowledge to work for or with Native communities or individuals. It also features several unique partnerships with American Indian Nations within the university's service area.

**areas of faculty interest/expertise:** History and policy, American Indian law, Native American philosophy, contemporary Native American issues and activism, Indian Child Welfare Act, and Choctaw and Chickasaw languages.

resources available (Native American services, offices, clubs/organizations, libraries, publications, etc.): Hayes Native American Studies Center, Native American Student Support Services, Native American Student Association and significant Native American library collection holdings.

**financial aid available:** Federal, state and university financial aid opportunities as well as tribal assistance for some members meeting tribal membership eligibility and requirements.

**number of students in program:** 30

**distance learning:** no

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## Eastern Washington University

**title of program:** American Indian Studies

- Indian Studies Department, EWU, Cheney WA 99004; 509/359-2441
- <https://www.ewu.edu/css/programs/american-indian-studies>

**name\title of head\director:** Deirdre A. Almeida, Ed.D., Director

**degrees granted:** Minor

**description of program offerings:** Eastern's Indian Studies Program offers a curriculum designed to: prepare students for professional employment within their Indian nations; offer an appropriate support apparatus for Indian students who wish to enter any of the



major disciplines; and develop important course work to meet the intellectual aspirations of all Americans and the wider society.

**areas of faculty interest\expertise:** Contemporary Indian issues; federal Indian policy; Native American literatures; tribal economic development; Indians of the Northwest; Salish Indian languages; Native American/Indigenous education; Native American women; Native American cinema

**resources available:** The Indian Studies Program provides an advising system to Native American students as a means of enriching and supporting their individual academic goals and cultural heritage. IDST advisers assist students with academic planning, career counseling, tutorial services, financial aid information/workshops, orientation, assistance with admissions, liaison with BIA and tribal organizations. Program headquarters also serve as a resource/referral center where social services and personal counseling also are provided.

**financial aid available to students:** Is available. Number of scholarships specifically for Native American students. Must apply through Eastern Washington University Office of Financial Aid.

**number of students in program:** Approximately 200 students enrolled at EWU have self identified as American Indian.

**distance learning:** No

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## The Evergreen State College

**title of program:** Native American and World Indigenous Peoples Studies

- The Evergreen State College, Olympia WA 98505; (360)866-6000
- <http://www.evergreen.edu/studies/native-american-and-indigenous-studies>

**name\title of head\director:** Zoltan Grossman, Planning Unit Coordinator

**degrees granted:** B.A., B.S., Master of Environmental Studies, Master in Teaching, Master of Public Administration (including Tribal Governance concentration). Evergreen does not have departments or majors.

**description of program offerings:** Evergreen has four components in Native Programs: 1.) Native American and World Indigenous Peoples Studies (NAWIPS) on the Olympia campus, yearlong daytime coordinated study programs begin with a focus on the basic principles and concepts of the unique relationship between tribal nations and the U.S. government, and Indigenous decolonization and cultural revitalization in settler states around the world, with particular attention given to the nations of the Pacific Northwest. 2.) Reservation-Based Community-Determined Program, in which Evergreen faculty

teach on several Washington reservation around themes determined by the tribal communities. Students are encouraged to value local knowledge and its place in their academic work. 3.) The Master of Public Administration-Tribal Governance concentration, which trains students for roles within tribal, state and federal governments relating to tribal governance, and is organized into distinct graduate cohorts; 4.) The Longhouse Education and Cultural Center, a public service center engaged in Pacific Northwest and Pacific Rim artist programs, and is planning the upcoming first Indigenous Master of Fine Arts program in the U.S.

**areas of faculty interest\expertise:** Faculty who team teach in the Native American Studies programs bring expertise in the arts, Indigenous history, tribal policy, literature, natural resource management, and tribal leadership.

**resources available:** First Peoples advising services are offices which assist students with admissions, financial aid, and academic support services. Evergreen also has a strong Native Student Alliance which provides educational and cultural programming for the entire campus. The focal point of the campus is the Longhouse Education and Cultural Center, which represents a living, contemporary cultural link to the indigenous nations of the Pacific Northwest and Pacific Rim. The facility serves a gathering place for classes, conferences, cultural ceremonies, performances, exhibits, and community gatherings.

**financial aid available to students:** Federal and state financial aid are available along with various scholarships.

**number of students in program:** Varies according to number of faculty, general 25 students maximum per faculty.

**distance learning:** [information not provided]

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## First Nations University of Canada

**title of program:** Indigenous Studies

- Department of Indigenous Languages, Arts And Cultures (DILAC)--Languages and Linguistics; Literature (English); Indian Communication Arts; Indian Fine Arts; Indigenous Studies. 1 First Nations Way, Regina, SK Canada S4S 7K2; (306) 790-5950 ext. 3129, fax (306) 790-5996
- Saskatoon Campus, 229 4th Ave South, Saskatoon SK Canada S7T 1C8; (306) 931-1800, (306) 931-1800 ext. 5475, fax (306) 931-1848
- Northern Campus, Indigenous Studies, 1301 Central Avenue, Prince Albert, SK Canada S6V 4W1; (306) 765-3333 ext. 7139, fax (306) 765-3330
- <http://fnuniv.ca/a-programs>

**name\title of head\director:** Miriam McNab, Head, DILAC; Dr. Andrew Miller, Coordinator, Indigenous Studies Programs

**degrees granted:** B.A.; B.A. w/ Honours

**description of program offerings:** The Indigenous Studies program offers a Bachelor of Arts and Bachelor of Arts Honours, which provides the Social Science core for most degree and certificate programs offered by the First Nations University of Canada, fostering research and the intellectual study of Indigenous and Aboriginal peoples and their cultures -- with emphasis on Saskatchewan first, followed by Canada, North America, the western hemisphere and the world. Efforts are explicitly meant to complement, not replace, the knowledge and traditional teachings of Elders. A Minor in Indigenous Studies is also available. While taking courses face-to-face or by video conferencing at either of the three campuses, and/or on-line via UR Courses, Indigenous Studies students are prepared to compete for all career options open to other university Arts graduates, to participate in second degree programs in faculties such as Law, Administration, Education, Fine Arts, Science and Social Work, or to pursue honours and graduate studies in the Social Sciences or Humanities.

**Areas of faculty interest\expertise:** Cree, Assiniboine, Saulteaux, Dene, Dakota, Inuit, and Métis cultures and histories; Indian economic, environmental, and geographic systems; principles of First Nations governance; North American First Peoples sacred ways/religious views, philosophies; research theory and methodology.

**resources available:** The Indian Studies program is one of several majors offered at First Nations University of Canada, a University College whose mission is to enhance the quality of life, and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations; accordingly, all of FNUniv's resources are at the disposal of all FNUniv students, including our extensive Library collection.

**financial aid available to students:** Contact FNUniv Student Services.

**number of students in program:** c. 1000 First Nations, Métis, Inuit and non-aboriginal students at FNUniv's three campuses.

**distance learning:** Courses can be taken face-to-face or by video conferencing at any of the three campuses, and/or on-line via University of Regina courses.

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## Five Colleges, Inc.

**title of program:** Native American and Indigenous Studies Certificate Program

- 97 Spring St., Amherst MA 01004
- <http://www.fivecolleges.edu/natam>

**name\title of head\director:** Kathleen A. Brown-Perez, Chair

**degrees granted:** Curriculum open to undergraduate degree students (B.A., B.S.) at the Five Colleges (Smith, Mt. Holyoke, Hampshire, and Amherst College, and the University of Massachusetts Amherst). University of Massachusetts Amherst also has a Native American Indian Studies certificate program (for B.A., B.S.).

**description of program offerings:** Courses offered on each campus (University of Massachusetts, Amherst College, Hampshire College, Smith College, and Mount Holyoke College) in various fields allow students to explore issues affecting the history and current circumstances of indigenous peoples and to study indigenous methodologies.

**areas of faculty interest\expertise:** Legal studies, history, anthropology, literature, linguistics, public health, education, environmental studies, and transnational American Studies, as well as Native American studies and global Indigenous studies.

**resources available:** Student associations on four campuses, Kim-Wait Eisenberg Native American Literature Collection at Amherst College, Sophia Smith Oral History Collection at Smith College, archaeology field school at UMASS Amherst, Community-based research opportunities on and off campus.

**financial aid available to students:** available

**number of students in program:** 20

**distance learning:** no

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## University of Florida

**title of program:** American Indian and Indigenous Studies

- Anderson 107C, PO Box 117410, Gainesville FL 32611; (352) 392-1625, fax (352) 392-7395
- <http://www.clas.ufl.edu/ids/conc/amerind.html> (concentration)
- <https://catalog.ufl.edu/ugrad/current/liberalarts/minors/native-american-indian-and-indigenous-studies.aspx> (minor)

**department in which housed:** Anthropology and Religion (minor), Interdisciplinary Studies (concentration)

**name\title of head\director:** Robin M. Wright, Professor of Religion, Anthropology, and Latin American Studies

**degree(s) granted:** Minor, Concentration

**description of program offerings: Minor:** This minor lets students focus on North or South America with additional interdisciplinary focus in anthropology, art history, history, literature and religion. **Concentration:** The AIIS (American Indian and Indigenous Studies) concentration is an extension of the minor for students who have interest in American Indian or Indigenous Studies topics and would like to take their studies further with writing a senior thesis. This concentration is open to all students. The AIIS concentration will offer courses which cut across all disciplines such as anthropology, religion, Latin American studies, and history. This concentration deals with the issues and concerns of indigenous peoples of the Western Hemisphere while seeking to understand historical, political, social, and religious structures from an indigenous perspective.

American Indian and Indigenous Studies focus on (1) North, Central, and South American Indigenous History, (2) North, Central, and South American Indigenous Beliefs and World View, (3) Indigenous Religious Traditions of the World, (4) Religion, Nature and Culture in Traditional societies of the World, (5) Shamanisms of the World, and (6) Environmental and Conservation Issues and Efforts.

**areas of faculty interest\expertise:** Anthropology, History, Religion, the Americas.

**resources available:** Native Americans Oral History Collections: <http://ufdc.ufl.edu/oh4>; Pearsall Collection of American Indian Art: [http://www.flmnh.ufl.edu/pearsall/about\\_coll.htm](http://www.flmnh.ufl.edu/pearsall/about_coll.htm); Native American Heritage Month.

**financial aid available to students:** n/a

**number of students in program:** [information not provided]

**distance learning:** no

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## Fort Lewis College

**title of program:** Department of Native American and Indigenous Studies

- Native American and Indigenous Studies, CSWS 284, Fort Lewis College, 1000 Rim Drive, Durango, CO 81301
- <https://www.fortlewis.edu/native-american-indigenous-studies/>

**name\title of head\director:** Majel Boxer, Ph.D., Chair

**degree(s) granted:** B.A. in NAIS (major and minor)

**description of program offerings:** Please see website

**areas of faculty interest\expertise:** [information not provided]

**resources available:** In addition to our outstanding academic program, we have a very active Native American Center that serves the student services needs of students -- many tutoring and other support systems exist in that Center and in other programs of the college. We have over 700 Native students in many majors across campus (the total student population is about 3,800).

**financial aid available to students:** Financial aid is available to students through a full tuition waiver as a result of the college's history as a former Indian boarding school. See the following website for that information: <http://www.fortlewis.edu/financialaid/NativeAmericans.aspx>.

**number of students in program:** 31 majors, 31 minors.

**distance learning:** no

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## George Mason University

**title of program:** Interdisciplinary Minor in Native American and Indigenous Studies (NAIS)

- c/o Eric Anderson, Department of English (MS 3E4), George Mason University, 4400 University Drive, Fairfax, VA 22030; (703) 993-1160
- <http://english.gmu.edu/programs/la-minor-la-nais>
- <https://www.facebook.com/groups/119561658125211/>
- [eandersd@gmu.edu](mailto:eandersd@gmu.edu)

**name\title of head\director:** Eric Gary Anderson

**degree(s) granted:** B.A. minor

**description of program offerings:** see website, which includes catalog copy.

**areas of faculty interest\expertise:** Native American studies, Native American literature, U.S. History: Colonial and Revolutionary America, Virginia History, U.S. History: 19th-Century, Indigenous Histories, Public History, Washington D.C, archaeology, anthropology, Latin American history.

**resources available:** GMU Office of Diversity, Inclusion, and Multicultural Education: <http://odime.gmu.edu/>; Native American & Indigenous Alliance: <https://www.facebook.com/groups/naia.gmu/> and <http://vimeo.com/48439061>; Smithsonian museums, including National Museum of the American Indian.

**financial aid available to students:** none

**number of students in program:** 6-8

**distance learning:** none yet.

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## University of Georgia

**title of program:** Institute of Native American Studies / Native American Studies Programs

- Institute of Native American Studies, Peabody Hall, University of Georgia, Athens GA 30602; (706) 542-1492
- <http://www.instituteofnativeamericanstudies.com/>

**name\title of head\director:** Jace Weaver, Director

**degree(s) granted:** Undergraduate and graduate certificates for any degree (B.A., M.A., J.D., Ph.D., etc.) in any "traditional" discipline

**description of program offerings:** See website (Curriculum page).

**areas of faculty interest\expertise:** Anthropology, archaeology, gender, history, law and policy, literature, religion, ethnobotany, landscape architecture, and public health.

**resources available:** See website (Resources page).

**financial aid available to students:** Students are eligible for all financial aid available to students at the University of Georgia. In addition, the Institute of Native American Studies offers certain additional aid opportunities. Qualified students who are enrolled citizens of federally recognized tribal nations with historic Georgia connections, can receive in-state tuition regardless of state of residency. Graduate students may receive \$500 per year in travel/research funds. A pilot program in conjunction with the Centers for Disease Control allows one graduate student who is an enrolled citizen of a federally recognized tribe who is a degree student in UGA's College of Public Health and who is also earning INAS' graduate certificate free tuition and an internship in tribal health at the CDC.

**number of students in program:** Approximately 25 undergraduates and 9 graduate students.

**distance learning:** [information not provided]

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## Hampshire College

[See listing for **Five Colleges, Inc.**]

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## Haskell Indian Nations University

**title of program:** College of Indigenous and American Indian Studies

- 155 Indian Avenue, Lawrence, Kansas 66046
- <http://www.haskell.edu/academics/iais>

**name\title of head\director:** Michael A. Stewart, Chair

**degree(s) granted:** B.A.

**description of program offerings:** The Indigenous Nations and American Indian Studies program is oriented in the social sciences but comprises a multidisciplinary field encompassing such fields as history, language, psychology, social work, sociology, and American Indian Studies. Our program utilizes a comprehensive and critical approach to the study and practice of Tribal Nation Sovereignty and self-determination.

**areas of faculty interest\expertise:** Southeastern Native history and languages; general Native and American history; environmental protection and indigenous knowledge; comparative views of Native and Western philosophies; contemporary challenges in Indian Country; Kansas Native history and cultures; institutional history of Haskell; treaties and religious freedom; decolonization efforts; land and identity; social activism and well-being; sovereignty and identity issues.

**resources available:** Native American services, AIS Student Club, Native American Collection - Haskell Library

**financial aid available to students:** Yes.

**number of students in program:** c. 60-70

**distance learning:** no

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## University of Hawai'i at Hilo

**title of program:** Hawaiian Studies

- 200 W. Kawili Street, Hilo HI 96720
- [www.olelo.hawaii.edu/khuok/](http://www.olelo.hawaii.edu/khuok/)

**name\title of head\director:** Jason Iota Cabra, Chair



**degree(s) granted:** B.A. (Major and minor) in Hawaiian Studies; M.A. in Hawaiian Language and Literature; M.A. in Indigenous Language and Culture Education; Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization; Certificate in Basic Hawaiian Culture; Certificate in Hawaiian Language.

**description of program offerings:** The College was mandated by the state legislature to provide tertiary education through the medium of Hawaiian, to provide Hawaiian medium teacher training, and to provide indigenous language outreach.

The College offers some 40 undergraduate courses in Hawaiian and indigenous language and culture, most of which is offered through Hawaiian. The College offers some 25 graduate courses many of which are through Hawaiian. Specially tailored programing for other indigenous languages and cultures is provided for selected graduate students. The College also has a laboratory school program taught through Hawaiian from preschool through grade 12. (Other indigenous related courses are available in indigenous areas on campus, primarily relating to the American and other Pacific Islands.)

**areas of faculty interest\expertise:** Faculty expertise includes indigenous language and culture revitalization, indigenous education, immersion programing, technology and indigenous languages, language planning, ethnomusicology, ethnography, Hawaiian and other Polynesian languages. (Other faculty on campus have expertise in additional areas relating to Native Hawaiians, Pacific Islanders, and North American Natives.)

**resources available:** The campus has student services targeting Native Hawaiians, and also a program for American Indians. The college has an extensive Native Hawaiian collection and language revitalization collection. Also located on campus is, 'Imiloa, a 40,000 square foot fully bilingual museum integrating Hawaiian culture revitalization with science. Nawahiokalani'opu'u Hawaiian medium laboratory school and its traditional Hawaiian gardens and animal husbandry is a major resource of the College. The Hale Kuamo'o Hawaiian language center provides research and students employment using Hawaiian. The Leoki Hawaiian language computer services is located on campus. The College's consortium partner, the 'Aha Punana Leo, has off campus offices working with the College. There is a Hawaiian club on campus and extensive Hawaiian cultural activities available off campus. The College has relationships, including exchange relationships, with other institutions serving indigenous people in North America and the Pacific.

**financial aid available to students:** The college has scholarships available for undergraduate Native Hawaiian students. Out-of-state Native Hawaiian students pay in-state tuition.

**number of students in program:** In 2005, the College had 116 undergraduate majors and 21 graduate majors. Enrollment in courses of the College is approximately 700 per semester.

**distance learning:** We do have distance learning capabilities and, in the past two years, have concentrated them in two of our programs: Teacher training (because the program has students teachers from four neighboring islands) and the Ph.D. (because several of the courses were taught by affiliated faculty at other institutions on the U.S. continent).

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## University of Hawai'i at Manoa

**title of program:** Kamakakuokalani Center for Hawaiian Studies

- 2645 Dole Street, Honolulu HI 96822; (808) 956-0555, fax (808) 973-0988
- <http://manoa.hawaii.edu/hshk/kamakakuokalani/>
- [antoinet@hawaii.edu](mailto:antoinet@hawaii.edu)

**name\title of head\director:** Antoinette Konia Freitas, Director

**degree(s) granted:** B.A., M.A.

**description of program offerings:** B.A. and M.A. have five concentrations: Kukulu Aupuni: Envisioning the Nation; Halau O Laka: Academy of Visual and Performing Arts; Mo'olelo 'Oiwī: Hawaiian History and Literature; Malama 'Aina: Living in Harmony with the Land, Resource Management; Kumu Kahiki: Comparative Polynesian and Indigenous Studies.

**areas of faculty interest\expertise:** Hawaiian History, Politics, Literature, Genealogy, Music, Visual Arts and Hula; Traditional Resource Management; Taro Cultivation and Fish Pond Management; Indigenous urban planning; Hawaiian Chiefly Trusts; and Celestial Navigation. The faculty are also practicing poets, musicians, artists, composers of Hawaiian chants and poetry.

**resources available:** <http://manoa.hawaii.edu/hshk/resources/>

**financial aid available to students:** <http://manoa.hawaii.edu/nhss/financial-aid-scholarships/>

**number of students in program:** 135 majors.

**distance learning:** not available

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## Humboldt State University

**title of program:** Native American Studies

- Native American Studies, Humboldt State U, Arcata CA 95521; (707) 826-4329

- <http://www2.humboldt.edu/nasp/>

**name\title of head\director:** Cutcha Risling Baldy, Ph.D., Chair

**degrees granted:** B.A. major and minor.

**description of program offerings:** Humboldt State University offers a B.A. with a Native American Studies major and a minor in Native American Studies. The program also offers minors in Tribal Leadership and Indigenous Peoples, Natural Resource Use and the Environment. The B.A. in Native American Studies at Humboldt State University is the flagship degree program for the California State University system.

**areas of faculty interest\expertise:** Kayla Begay (Enrolled Hoopa Valley Tribe, Assistant Professor): Native American Linguistics, California Indian Languages, Dene (Athabaskan) languages, Language Contact, California Indian history and culture; Marlon Sherman (Oglala Lakota, Professor): indigenous and tribal: law, justice, peacemaking, governance, leadership, environment, water law, resource use, culture, literature, poetry, history and philosophy; Cutcha Risling Baldy (Hupa, Karuk, Yurok, Enrolled Hoopa Valley Tribe, Assistant Professor): Native feminisms, Native American literature, California Indian history, culture & activism, decolonization, activism, politics and governance; Kerri J. Malloy (Yurok/Karuk, Lecturer): Federal Indian law, tribal justice systems, indigenous history, tribal governance, comparative genocide studies, and STEM collaboration; Rain Archambeau Marshall (Yankton Sioux/Choctaw, Lecturer): Federal Indian law, environmental law, water law, Native American perspectives in natural resources, introduction to Native American Studies, tribal governance, and tribal justice systems.

**resources available:** The Humboldt State University service area has the largest indigenous Indian population of any part of California (estimated 15,000 persons in five counties). There are eleven rancherias and reservations in the two counties nearest to the university. Support programs include Indians in Natural Resources, Science and Engineering (INRSEP), the Indian Tribal and Education Personnel Program (ITEPP), several student clubs, ITEPP Club, Society for the Advancement of Chicanos and Native Americans in Science (SCANAS), American Indians Science & Engineering Society (AISES). Many American Indian students who are first generation candidates for enrollment/transfer to Humboldt State are also eligible for services and financial aid from the Educational Opportunity Program (EOP). EOP offers stipends and services to underrepresented students who meet financial criteria.

**financial aid available to students:** Humboldt State offers the same federal and state financial aid programs as any other institution in the California State University system. <http://www.humboldt.edu/nativeprograms>.

**number of students in program:** 25 majors, 11 declared minors (actual number is larger) .

**distance learning:** The department does not offer a distance learning degree program. The department does offer two of its courses in an online format, NAS 104: Intro to Native American Studies and NAS 306: Indigenous People of the Americas. For more information see the department website.

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## University of Idaho

**title of program:** American Indian Studies

- American Indian Studies Program, University of Idaho, Moscow ID 83844-1100; 208-885-7743
- <http://www.uidaho.edu/class/interdisciplinary/american-indian-studies>
- [AIST@uidaho.edu](mailto:AIST@uidaho.edu)
- [pstevens@uidaho.edu](mailto:pstevens@uidaho.edu)

**name\title of head\director:** Philip Stevens, Director

**degree(s) granted:** Minor; Master of Arts degree in Interdisciplinary Studies w/ focus on American Indian Studies.

**description of program offerings:** See <http://www.uidaho.edu/class/interdisciplinary/aist>.

**areas of faculty interest\expertise:** See <http://www.uidaho.edu/class/interdisciplinary/aist>.

**resources available:** Sponsor Annual American Indian Film Festival [<http://www.webs.uidaho.edu/SapatqaynCinema/>]; sponsor Annual Distinguished American Indians Speakers Series [<http://www.uidaho.edu/class/interdisciplinary/aist>].

**financial aid available to students:** Per application.

**number of students in program:** 12

**distance learning:** no

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## Idaho State University

**title of program:** American Indian Studies Program

- Department of Anthropology, Idaho State University, Campus Box 8005, Pocatello, ID 83209 ; (208) 282-2629
- <http://www2.isu.edu/anthro/>

**department in which housed:** Anthropology

**name\title of head\director:** Christopher Loether, Director

**degree(s) granted:** Minor

**description of program offerings:** Current Issues in Indian Country; Seminar in American Indian Studies; American Indian Verbal Arts; Survey of American Indian Languages; American Indian Literature; Shoshoni Language; Advanced Shoshoni Grammar; Native American History; Native American Arts; Special Topics in Indian Education; Tribal Governments; Federal Indian Law; Native American Women; Indigenous Parenting; Native Arts and Industries; Native American Ethnomusicology.

**areas of faculty interest\expertise:** Linguistics, Native language survival, American Indian literature and culture, Shoshoni language and culture, Native Alaskan fisheries, Alaskan archaeology and prehistory, Great Basin prehistory.

**resources available:** Shoshoni Language Project; Shoshoni Club; Native Americans United; Native student counselor/ recruitment & retention officer; American Indian Support Committee (faculty committee); dual enrollment courses offered at ShoBan High School at neighboring Fort Hall reservation.

**financial aid available to students:** Some university-level scholarships dedicated to Native students; hopefully more to come.

**number of students in program:** Approximately 10-15 minors, many more taking Native studies classes through Anthropology, English, and other departments.

**distance learning:** [information not provided]

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## University of Illinois at Urbana-Champaign

**title of program:** American Indian Studies

- 445b Gregory Hall, MC-466, 810 S. Wright St., Urbana IL 61801; (217) 300-4089
- <http://www.ais.illinois.edu/>

**name\title of head\director:** Matthew Sakiestewa Gilbert, Director

**degree(s) granted:** Undergraduate Minor in American Indian Studies; Graduate Minor in American Indian and Indigenous Studies; Undergraduate Major available through the Individual Plans of Study program.

**description of program offerings:** More than 30 American Indian Studies courses, including Contemporary Issues in Indian Country; Native Religious Traditions; Language and Culture; American Indian Literature; Indians and Film; Native American History (two courses: Natives to 1850, Natives since 1850); Federal Indian Policy; Indigenous Intellectuals; Theories and Methods in American Indian Studies; Indigenous Governance; American Indian Education; Indigenous Critical Theory; Indigenous Decolonial Methods; Indigenous Histories/Politics; and many topic seminars that change from year to year.

**areas of faculty interest\expertise:** Faculty who teach in the American Indian Studies Program bring expertise in creative writing, literature, comparative Native cultural and historical studies, Native American history, federal Indian law and policy, film studies, Pacific historiography and cultural critique, and American Indian education to name just a few areas.

**resources available:** Two Chancellor's Postdoctoral fellowships in American Indian and Indigenous Studies are available annually; Teaching assistantships and waivers; UIUC's libraries support extensive collections of American Indian materials; membership in Newberry Consortium in American Indian Studies; Native American House (cultural center).

**financial aid available to students:** Federal and state financial aid are available along with various scholarships and fellowships.

**number of students in program:** n/a.

**distance learning:** [information not provided]

## Illinois State University

**title of program:** Minor in Native American Studies

- Susan Kalter, c/o Department of English, Illinois State University, Campus Box 4240, Normal, IL 61790; (309) 438-8660
- <http://nativestudies.illinoisstate.edu/default.shtml>
- [susankalter@ilstu.edu](mailto:susankalter@ilstu.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Susan Kalter, Director

**degree(s) granted:** No degrees are granted. The program currently offers an undergraduate minor, although there are graduate-level classes.

**description of program offerings:** The program in Native American Studies is designed to familiarize students with the histories, literatures, cultures, and futures of the indigenous citizens of North America. It will be of interest to students who wish to explore the unique political and social relationship that the First Nations and their members hold with the United States. The program provides students with key concepts, information, and a foundation of knowledge rooted in several academic disciplines, including but not limited to the disciplines of our affiliated faculty.

**areas of faculty interest\expertise:** See above under program offerings. Most faculty are listed here: <http://nativestudies.illinoisstate.edu/facultystaff/index.shtml>

**resources available:** See <https://illinoisstate.edu/student-life/>

**financial aid available to students:** See <http://financialaid.illinoisstate.edu/>

**number of students in program:** Four; at least five have graduated. We have had several masters or doctoral students doing work fully or partially in the area..

**distance learning:** Dr. Sampeck offers a course with credit at either Illinois State University or Western Carolina University in partnership with the Eastern Band of Cherokee Indians North Carolina. We also accept distance-learning transfer credits.

## Indiana University

**title of program:** Native American and Indigenous Studies

- 1020 E. Kirkwood Avenue, Ballantine Hall 544, Bloomington IN 47405; (812) 855-7718, Fax (812) 855-0001
- <http://www.indiana.edu/~amst/NAIS/>

**department in which housed:** American Studies

**name\title of head\director:** Deborah Cohn, Chair of American Studies

**degree(s) granted:** B.A. Minor, Native American and Indigenous Studies, and Ph.D. Minor, Native American and Indigenous Studies

**description of program offerings:** PhD minor: We encourage graduate students to develop a program of academic inquiry that complements their doctoral program and takes advantage of the wide range of College of Arts and Sciences faculty with a focus on Native American and Indigenous literature, politics, art, history, culture, and folklore. Each student's "Program of Study" is developed upon their entry to the degree and in consultation with the American Studies Director. 12 total credit hours. See website for coursework specifics. **Undergraduate minor:** Through their coursework, students globally and comparatively formulate a conception of indigeneity, while understanding

the persistence of localism in Indigenous culture and gain new perspectives on globalization, sustainability, history, and cultural and environmental preservation. 15 total credit hours. See website for coursework specifics.

**areas of faculty interest\expertise:** Africa, the Americas, Australia, New Zealand, South Pacific. Colonialism and postcolonialism; citizenship; race; ethnicity; diaspora; violence; folklore; ethnomusicology; material culture; language revitalization; media; the body; ethnohistory.

**resources available:** The American Indian Studies Research Institute (AISRI), First Nations Educational and Cultural Center (FNECC), Mathers Museum of World Cultures, William R. Adams Zooarchaeology Laboratory, Glenn A. Black Laboratory of Archaeology, Native American Resources at the Herman B Wells Library.

**financial aid available to students:** Through IU.

**number of students in program:** 7 undergrad, 7 grad

**distance learning:** no

## Indiana University - Purdue University of Fort Wayne

**title of program:** Native American Studies

- 2101 E. Coliseum Blvd., Fort Wayne, IN 46805-1499; (260) 481-4739
- <https://www.ipfw.edu/native-american/>

**department in which housed:** Anthropology

**name\title of head\director:** Lawrence A. Kuznar, Director

**degree(s) granted:** Certificate

**description of program offerings:** The Native American Studies certificate enables a student to explore different aspects of the Native American experience. The curriculum includes a very comprehensive study of Native American lifestyles, literature, Native American art, their prehistory and the consequences of contact with Old World populations. Students are required to do course work in each of these areas. The ethnographic courses expose students to the daily lives of Native Americans from the period of contact with Europeans through the present day. Understanding present-day Native Americans is impossible without a thorough understanding of their history of contact with Old World peoples, and the history courses listed provide this understanding. Native Americans have a long history of their own in the Americas, and we study this past through archaeology. The prehistory section includes archaeology



courses that investigate this past. Native Americans possess a rich heritage of fine arts, including folklore, music, dance, sculpture, tailoring, and painting. Courses in Native American art and literature provide students with a humanistic view of Native American creativity. All courses are cross-listed with their own departments and the anthropology program is designed as the home of the certificate program.

**areas of faculty interest\expertise:** South American Indians, Navajo Indians, North American Indians, Athabaskan languages.

**resources available:** See <https://www.ipfw.edu/departments/coas/student-opportunities/>

**financial aid available to students:** See <https://www.ipfw.edu/offices/financial-aid/>

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Indiana University - Purdue University of Indianapolis

**title of program:** Native American and Indigenous Studies

- 425 University Boulevard, Cavanaugh Hall CA325, Indianapolis IN 46202; (317) 274-8356, fax (317) 274-0245
- <https://liberalarts.iupui.edu/aip/>
- [aipinfo@iupui.edu](mailto:aipinfo@iupui.edu)

**name\title of head\director:** Charmayne 'Charli' Champion-Shaw [Cheyenne], Director

**degree(s) granted:** Minor

**description of program offerings:** The minor is a 15-credit program. Classes are often taken by students in a number of fields to satisfy cultural diversity requirements. Students also include NAIS courses in programs leading to degrees in medicine, law, education, public administration, social work and criminal justice. Students enroll in the program to learn more about social justice, cultural awareness, and/ or their own identity or Native American ancestry.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** Native American Student Alliance (NASA), American Indian Center of Indiana, Eiteljorg Museum of American Indian and Western Art

**financial aid available to students:** IUPUI Sindoqua Scholarship, Bureau of Indian Affairs (BIA) scholarships.

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Institute of American Indian Arts

**title of program:** Indigenous Liberal Studies

- 83 Avan Nu Po Road, Santa Fe NM 87508; (505) 424-2325
- <https://iaia.edu/>

**name\title of head\director:** [information not provided]

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The program is guided by the term “Indigenous Ways of Knowing”, focusing on the exploration and development of Indigenous knowledge. Students will receive a unique educational experience that includes academic course work, opportunities for meaningful experiential education, and preparation for leadership or continued scholarship. The process is one of research, reflection, critical inquiry, and the exploration of interrelationships among academic disciplines and the world at large.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** Student Success Center (SSC); counseling program; off-campus trips to National Parks, Pueblo feast days, local Native communities and powwows; monthly sweat lodge ceremonies

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Iowa

**title of program:** American Indian and Native Studies Program

- 210 Jefferson Building, University of Iowa, Iowa City IA 52242-1418
- <http://clas.uiowa.edu/ainsp/>

**name\title of head\director:** Jacki Rand and Tom Arne Midtrød, Coordinators

**degree(s) granted:** Minor; Undergraduate and Graduate Certificates in American Indian and Native Studies.

**description of program offerings:** The American Indian and Native Studies Program (AINSP) is an interdisciplinary program that focuses on the histories, cultures, languages, arts, crafts, beliefs, political and social organizations, economies, geographies, literatures, and contemporary legal and political issues of Native Americans of the United States and other indigenous peoples of the western hemisphere.

**areas of faculty interest\expertise:** Eight faculty members in five departments have a wide range of interests and expertise ranging from the archaeology of the Americas to Native American/First Nations women.

**resources available:** American Indian Science and Engineering Society chapter, Native American Student Association, Native American Law Student Association, Latino/Native American Indian Cultural Center, Opportunity at Iowa (assistance to minority students).

**financial aid available to students:** Iowa First Nations program allows resident tuition to members of Nations historically connected to Iowa.. Also a wide range of scholarships is available through Opportunity at Iowa (<http://www.uiowa.edu/~provost/oi/>).

**number of students in program:** 4 Undergraduate Certificate, 1 Graduate Certificate.

**distance learning:** No.

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## Iowa State University

**title of program:** American Indian Studies Program

- Curtiss 324, Iowa State University, Ames IA 50011; (515) 294 9021
- <https://amin.las.iastate.edu/>
- [sfbraun@iastate.edu](mailto:sfbraun@iastate.edu)

**name\title of head\director:** Sebastian Braun, Director

**degree(s) granted:** Minor; Interdisciplinary Major

**description of program offerings:** The American Indian Studies Program has offered a cross-disciplinary curriculum since 1972. Courses range from Native architecture to federal law. We offer students the opportunity to learn more about historical and contemporary communities, their cultures, histories, and relationships, as well as specific issues affecting Indian Country, from traditional foodways to economic development.

**areas of faculty interest\expertise:** The Program has faculty from several colleges with expertise ranging from architecture, ecology, politics, sovereignty, sustainability, ethnohistory, planning, natural resources, powwows, urban communities, and languages to health care.

**resources available:** American Indian Science and Engineering Society chapter, MacNair program, and several other student organizations. The American Indian Studies Program is part of the American Indian Studies Great Plains Consortium, an informal network of regional AIS programs.

**financial aid available to students:** Since 1997, the State of Iowa Board of Regents provides in-state tuition to members of tribes with a historical connection to the state of Iowa, specifically, the Iowa, Kickapoo, Menominee, Miami, Missouri, Ojibwa (Chippewa), Omaha, Otoe, Ottawa (Odawa), Potawatomi, Sac and Fox (Sauk, Meskwaki), Sioux, and Winnebago (Ho Chunk). Numerous other resources are available through the university.

**number of students in program:** Over 500 students taking courses.

**distance learning:** Yes; some AIS courses are available online.

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## University of Kansas

**title of program:** Indigenous Studies Program; Tribal Law and Government Center

- 1410 Jayhawk Blvd, Lippincott Hall Room 6, Lawrence KS 66045-7537; (785) 864-2660
- <http://www.indigenous.ku.edu>
- [indigenous@ku.edu](mailto:indigenous@ku.edu)
- <http://www.law.ku.edu/tribal>

**name\title of head\director:** Dr. Stephanie J. Fitzgerald, Director

**degree(s) granted:** Minor; M.A.; graduate certificate in Indigenous Studies; Professional Science Master's (PSM) in Environmental Assessment/Indigenous Studies graduate certificate with KU Environmental Studies Program; Joint M.A./J.D. program through the KU Law School

**description of program offerings:** KU's Indigenous Studies Program serves students, Native American and Indigenous Nations and communities in Kansas, the Midwest, the U.S., and the world through our teaching, research, creative work, and service. At the core of these endeavors is our deep commitment to and engagement with the nations and communities we come from, learn from, and serve. Our aim is to contribute to the continuing projects of knowledge building, effective leadership, and infrastructure development.

**areas of faculty interest\expertise:** See the affiliate faculty page at <http://www.indigenous.ku.edu> for the most up-to-date information.

**resources available:** First Nations Student Association, Sabatini Multicultural Resource Center. Lawrence is also home to Haskell Indian Nations University and the Four Winds Native Center.

**financial aid available to students:** Some scholarships/grants available every year, but amounts vary.

**number of students in program:** 20

**distance learning:** Not offered at this time.

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## Lakehead University

**title of program:** Department of Indigenous Learning

- 955 Oliver Road, Thunder Bay, Ontario, Canada, P7B 5E1; (807) 343-8187, fax (807) 343-8821
- <https://www.lakeheadu.ca/academics/departments/indigenous-learning/>

**name\title of head\director:** Dr. Robert Robson, Chair

**degree(s) granted:** B.A. Indigenous Learning Major; H.B.A. Indigenous Learning Major; H.B.A. Indigenous Learning with major concentration in Women's Studies; H.B.A. of Social Work with a major concentration in Indigenous Learning; Minor Program in Indigenous Learning; Certificate in Indigenous Learning, Native Language Minor Program.

**description of program offerings:** The Department of Indigenous Learning is committed to providing both Aboriginal and non-Aboriginal students with a fundamental understanding of Aboriginal History, Culture and Values. The Department subscribes to the concept that a well rounded educational experience is acquired through a combination of traditional academic disciplines and culturally relevant/sensitive activities. Our Goals are to provide increasing awareness and appreciation of the life experience of Aboriginal Peoples, with the view to creating an environment of understanding and trust amongst all Peoples. Evolving out of the Native Studies Program, the Department was established by Lakehead University in 1994. Assuming the responsibility for the development and delivery of academic programs, the Department offers both a Bachelor of Arts and an Honours bachelor of Arts Program as well as the Certificate in Indigenous Learning Program. The Indigenous Learning Program features fifty Indigenous Learning courses of which twenty four courses are shared with other associated programs and departments. These include the following courses: Introduction to Ojibwe I, Introduction to Cree I, Introduction to Ojibwe II, Introduction to Cree II, Introduction to Indigenous Learning,

Methods/Approaches Applied to Indigenous Learning, Native Arts and Crafts, The Archaeology of North America, Special Topics, Transfer of Educational Jurisdiction, Native Peoples and Newcomers, Native People and the North, Native Peoples and the Urban Community, Métis peoples of Canada, Community Well-Being and Native Peoples, Native Imagery, Introduction to Native Canadian Studies, Native People and the Past, Native People and the Government, Latin America and the Carribean, Literature of Canada's First Nations, Indigenous Peoples Myth and Drama, Native Canadian World Views, Corporations and the Status Indian, Research Methodology, The North American Fur Trade, Native Peoples and Community, Shelter in Native Communities, Aboriginal Peoples and the Law, Native People and the Land, Native People and the Issues, Native Narratives Myths Legends and Ceremonies, Gender Relations in the First Nations' Community, Indigenous Women and Health, Indigenous Women and their Changing Roles, The Rights of Aboriginal Peoples in S.35, Taxation and the Status Indian, Honours Project 1, Honours Project II, Politics in the Canadian North, Indigenous Peoples and the World, Social Work Practice and Aboriginal People, Aboriginal Self-Government in International Law.

**areas of faculty interest\expertise:** see  
<http://indigenouslearning.lakeheadu.ca/staff.php?h=1>

**resources available:** The Department of Indigenous Learning is supported by the Office of Aboriginal Initiatives, affiliated with Student Affairs and the Aboriginal Management Council, is headed by Vice-Provost, Aboriginal Initiatives. See <http://aboriginalinitiatives.lakeheadu.ca/> . Besides the Oral History Collection maintained by the Department of Indigenous Learning Library resources on campus include the Northern Studies Resource Center. See <http://library.lakeheadu.ca/wp/?pg=57>.

**financial aid available to students:** Government funding, bursaries, scholarships.

**number of students in program:** Currently 286 students enrolled in courses offered by the Department of Indigenous Learning.

**distance learning:** no

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## Université Laval

**title of program:** Certificat en études autochtones

- Department of Anthropology, Université Laval, Quebec, Canada, G1V 0A6; (418) 656-5867
- <https://www.ulaval.ca/les-etudes/programmes/repertoire-par-faculte/details/certificat-en-etudes-autochtones.html?id=31459>
- [programmes1ercycle@ant.ulaval.ca](mailto:programmes1ercycle@ant.ulaval.ca)

**name\title of head\director:** Manon Boulianne, Director of Undergraduate Programs

**degree(s) granted:** Certificate

**description of program offerings:** see the web site (<https://www.ulaval.ca/les-etudes/programmes/repertoire-par-faculte/details/certificat-en-etudes-autochtones.html?id=31459>) and list of courses included in the certificate (<https://www.ulaval.ca/les-etudes/programmes/repertoire/details/certificat-en-etudes-autochtones.html#description-officielle&structure-programme>).

**areas of faculty interest\expertise:** Indigenous studies from the perspective of social and cultural anthropology; focus on Inuit studies and North-East Amerindians; expertise also on Mexican and South American native peoples and on Indigenous peoples of Oceania (New Zealand, Australia, New Caledonia). Issues: environmental studies, forestry, gender relations, self-government and sovereignty, religious beliefs and practices, health, social movements.

**resources available:** A number of professors from the Faculty of Social Sciences and the department of Anthropology (<http://www.ant.ulaval.ca/index.php?pid=14>); a major research center, the CIERA (Centre interuniversitaire d'études et de recherches autochtones) <http://www.ciera.ulaval.ca/>.

**financial aid available to students:** None.

**number of students in program:** 71 in the certificate program, 23 in the microprogram

**distance learning:** We offer a certificate entirely on line (<http://www.distance.ulaval.ca/etudes/programmes/certificat-en-etudes-autochtones>) and a micro program of three courses (<http://www.distance.ulaval.ca/fad/programmes/microprogramme-en-etudes-autochtones.htm>).

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## University of Lethbridge

**title of program:** Indigenous Studies

- 4401 University Dr, Lethbridge, Alberta T1K 3M4 Canada; (403) 329-2635 / fax (403) 380-1855
- <http://www.uleth.ca/artsci/native-american-studies>

**name\title of head\director:** Dr. Jacqueline Rice, Actng Chair

**degrees granted:** B.A. major; M.A. in Indigenous Studies.

Other related programs: Masters in Cultural, Social and Political Thought and a Ph.D.in Cultural, Social and Political Thought.

**description of program offerings:** The Department of Indigenous Studies is a multi-disciplinary department that offers courses exploring topics such as art, law, philosophy, health, politics, history, gender studies, ecology, business, and customs and language, the goal being to address decolonization, revitalization, and resurgence through local, national, and global Indigenous perspectives.

**areas of faculty interest\expertise:** See website for faculty bios and research interests at <http://directory.uleth.ca/list?dcode=nas>.

**resources available:** First Nations Transition Program (<http://www.uleth.ca/artsci/first-nations-transition-program/about>); Native Counsellor/Advisor; Native American Students Association (<http://www.uleth.ca/artsci/native-american-studies/native-american-students-association>); FNMI Centre ( Iikaisskini) Student Support (<http://www.uleth.ca/first-nations-metis-inuit/>); various other student resources (<http://www.uleth.ca/services-for-students/>).

**financial aid available to students:** Yes.

**number of students in program:** Approximately 300-500 students enroll in IS courses in any given semester.

**distance learning:** Some introductory courses may be offered online.

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## University of Maine

**title of program:** Native American Programs

- 5717 Corbett Hall, Room 208, Orono ME 04469; (207) 581-1417
- <https://umaine.edu/nativeamericanprograms/>

**name\title of head\director:** Dr. Darren J. Ranco (Penobscot), Chair and Associate Professor of Anthropology

**degree granted:** Minor

**description of program offerings:** Native American Programs includes the Native American Studies Program and the Wabanaki Center, a student development, research and outreach center. Native American Studies is an interdisciplinary academic program open to all students, offering a minor in Native American Studies. The goal of the program is to teach students through Native perspectives, to understand Native people, their traditions, and their right to self-determination. The program offers a curriculum that focuses on understanding how differing value systems function and developing an appreciation for Native American culture and history, including the critical issues of sovereignty and treaty rights. The presence of the Wabanaki Tribes within the State of Maine provides a tie to the history, language, and vital culture unique to this State and is



a major focus of the academic offerings. The minor involves 18 credits of course work focusing on Native Americans with three required NAS-designated courses: Introduction to Native American Studies, Topics in Native American Studies, and Theory and Research Methods in Native American Studies. The remaining courses are currently offered through the English, Anthropology, History, and Modern Languages & Classics Departments. Other courses will be developed in additional disciplines, in cooperation with the Native American Programs, in the near future.

**areas of faculty interest\expertise:** [Information not provided.]

**resources available:** Wabenaki Center  
(<https://umaine.edu/nativeamericanprograms/wabanaki-center/>).

**financial aid available to students:** Tuition waiver is available to qualified Native students through the Wabanaki Center.

**number of students in program:** 15-20 in the Native American Studies minor; 160-170 participants in the Native American Tuition Waiver and Education Program.

**distance learning:** Occasional courses offered through live and online distance learning.

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## University of Manitoba

**title of program:** Department of Native Studies

- 204 Isbister Bldg., Winnipeg, Manitoba, Canada, R3T 2N2; (204) 474-9266, fax (204) 474-7657
- [http://www.umanitoba.ca/faculties/arts/departments/native\\_studies/](http://www.umanitoba.ca/faculties/arts/departments/native_studies/)
- [nsgp@umanitoba.ca](mailto:nsgp@umanitoba.ca)
- [Brittany.Bowman@umanitoba.ca](mailto:Brittany.Bowman@umanitoba.ca)

**name\title of head\director:** Dr. Cary Miller, Head

**degree(s) granted:** B.A. Major and Minor, M.A., Ph.D.

**description of program offerings:** The program is known for its specializations in:

1. **Métis studies** – with three Métis scholars in the Department, a number of students have focused on historic and contemporary Métis issues, literatures, art, and politics. No other University program in Canada provides this breadth or level of support for work in these areas.
2. **Cultural-Specific Indigenous Areas** – Six scholars in our department offer examinations and explorations in various aspects of Inuit Studies, Cree Studies, and Ojibway Studies.

3. **Indigenous Economies and Political Organizations** – with two scholars focusing specifically on Indigenous businesses and political organizations in their research areas, this remains one of the strengths of the Department particularly in focusing on developing contemporary models of community resistance and resilience based on Indigenous principles of economic and political livelihood. This also includes traditional and contemporary forms of Indigenous politics and economics, the application of colonial law and politics in the history of Indigenous communities and Indigenous resistance and political movements throughout time.
4. **Indigenous Languages** – including regular courses in Cree, Ojibway, and Inuktitut. While the department does not have a full-time language professor, a departmental commitment has been made to offer Indigenous languages every year of our operation.
5. **Indigenous Aesthetics** – three scholars in the department focus their work on Indigenous creative and critical expressions found in literature, art, film, beadwork, and performance art.
6. **Northern Indigenous Issues** – the department has created innovative opportunities for work in remote northern communities, with two scholars who have studied various aspects of culture, politics, entrepreneurship and history in a northern context.

There is also a Governance stream (undergraduate) and programs offered on and off campus in General Studies: includes politics, history, spirituality, healing, community economic development, representation, Indigenous film, literature and visual arts.

**areas of faculty interest\expertise:** Native Societies and the Political Process; Images of Indian People in North America; Aboriginal Title; History and Culture in Cumberland Sound; Aboriginal Peoples and the Canadian Justice System; Canadian Law and Aboriginal Peoples; Colonialism and Post-Colonial Theory; Dene Self Government; Oral History of Manitoba; Treaties; theories of decolonization; colonial interference and Aboriginal resistance strategies in the areas of literature, historiography, representation, identity, gender roles, industrial encroachment on Aboriginal (First Nations, Métis and Inuit) lands and resources, and governance; Métis History and political issues of the Inuit, First Nations and Métis people; Inuit Kinship and Social Organization; Inuit literature; Anglican Missionaries and Religious Change in the Eastern Arctic; Impact of the Nunavut Settlement on Smaller Arctic Communities; Continuing Land use Patterns among the people of Cumberland Sound; Aboriginal economy, economic development, community economic development, participatory research methodologies, governance and leadership; Métis Harvesting Claims and Historical Land Use Patterns; Land Use and Occupancy Mapping (Map Biographies).

**resources available:** Indigenous Student Centre; Indigenous Students Association; Elders in Residence; Office of University Accessibility; Annual Elders and Traditional Peoples Gathering; Annual Graduation Powwow. Other Academic departments: Aboriginal Business Education Program; Aboriginal Focus Program; Access Program, Native Studies Graduate Students Association.

**financial aid available to students:** Grants and Bursaries from various sources; information available through the Department of Native Studies and the Indigenous Student Centre; special funding available for Indigenous Ph.D. students..

**number of students in program:** 800-900 students take our courses per semester (undergraduate and graduate).

**distance learning:** The program offers distance courses that can be accessed through the Aurora Student system, updated every term

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## University of Massachusetts

**title of program:** Certificate Program in Native American and Indigenous Studies

- CPNAIS, Anthropology Dept., 313A Machmer Hall, University of Massachusetts, Amherst MA 01003; (413)577-1607 / fax (413)545-9494
- <http://www.umass.edu/nativestudies/>
- <https://www.fivecolleges.edu/natam>
- [cpnais@anthro.umass.edu](mailto:cpnais@anthro.umass.edu)

**name\title of head\director:** Rae Gould, Director

**department in which housed:** Anthropology

**degrees granted:** Certificate (undergraduate, M.A., Ph.D.)

**description of program offerings:** Approximately 20 courses, some well-established, others offered irregularly, Anthropology, Communication, Comparative Literature, English, Environmental Conservation, Geography, History, Linguistics, Political Science, and Public Health. Students may also be advised to take one or more of the dozen courses offered by the Five Colleges consortium.

**areas of faculty interest\expertise:** Native American literatures; history; archaeology; anthropology; contemporary issues; language revitalization; community engagement; and regional, national, hemispheric and global approaches.

**resources available:** Josephine White Eagle Cultural Center (<http://www.umass.edu/native/jwecc/>) contains a computer lab/study hall and library; one dorm floor is set aside for Native American students who choose to live with other Native students and Allies; Native American Students Associations: N.A.S.A., A.I.S.E.S. (<https://umassamherst.campuslabs.com/engage/organization/nativeamericanstudentassociation> and <https://www.facebook.com/NASA.UMass/>). Support programs available through CMASS: <https://www.umass.edu/cmass/>.

**financial aid available to students:** Native students from Massachusetts nations, e.g., Nipmuc and Wampanoag, may be eligible for a tuition waiver. Students enrolled in other recognized tribes but who reside in the state should consult John Peters of the Massachusetts Office of Indian Affairs. Otherwise, students apply for the standard aid packages available to all students.

**number of students in program:** Over 90 Native and non-Native students enrolled have graduated since 1998.

**distance learning:** no

[See also listing for **Five Colleges, Inc.**]

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## McMaster University

**title of program:** Indigenous Studies Program

- Indigenous Studies Program Office, L.R. Wilson Hall 1010, 1280 Main St. West, Hamilton Ontario, Canada L8S 4K1; (905) 525-9140 ext. 27426, fax (905) 540-8443
- <http://indigenous.mcmaster.ca/>

**name\title of head\director:** Vanessa Watts, Academic Director

**degree(s) granted:** B.A.

**description of program offerings:** Three-year Combined BA in Indigenous Studies and another subject; Indigenous Studies Minor

**areas of faculty interest\expertise:** Anthropology, Social Justice, Political Science, History, Native Literatures, Native Languages.

**resources available:** Student Club, Indigenous Student Counsellor, Resource Library, Computer Lab, Student Lounge, Elder In Residence, a food station and administrative services all located in the Indigenous Studies Program.

**financial aid available to students:** Government funding, bursaries, scholarships, Paul R. MacPherson Bursary, Harvey Longboat Memorial Scholarship for Indigenous Students.

**number of students in program:** 12

**distance learning:** no

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## University of Michigan

**title of program:** Native American Studies Program

- 3700 Haven Hall, University of Michigan, Ann Arbor, MI, 48109-1045.
- <http://lsa.umich.edu/native>
- [ac.inq@umich.edu](mailto:ac.inq@umich.edu)

**department in which housed:** Department of American Culture

**name\title of head\director:** Michael Witgen, Director

**degree(s) granted:** B.A. minor, Ph.D. in American Studies (w/focus in Native American Studies)

**description of program offerings:** The Native American Studies Program at the University of Michigan places American Indians at the center of broader inquiries into the nature of the human confrontation with intrusive power. Faculty and students work together to explore, through the humanities and the social sciences, varieties of the Native American experience and the importance of Indians to American history, literature, religion, social sciences, politics, and law. Wherever we confront questions of identity that embroil American Studies, American Indians loom large.

**areas of faculty interest\expertise:** About ten faculty members harbor expertise in the following fields: History, Literature, Psychology, Anthropology, Archaeology, Linguistics, Language Revitalization, Ojibwemowin, African American Studies.

**resources available:** Native American Student Association (NASA), Native American and Indigenous Studies Special Interest Group (for graduate students and faculty), William Clements Library, Bentley Historical Library, Hatcher Graduate Library, Museum of Anthropology.

**financial aid available to students:** Michigan Indian Tuition Waiver (MITW) program for enrolled members of federally recognized tribes with at least one year of in-state residence. See here for additional information about eligibility and application: <http://www.michigan.gov/mdcr/0,4613,7-138--240889--,00.html>

**number of students in program:** Ranges from 5-30

**distance learning:** We do not offer distance learning programs.

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## Michigan State University

**title of program:** American Indian and Indigenous Studies (AIIS)

- 414 Baker Hall, East Lansing, MI 48824; (517) 432-2193
- <http://aisp.msu.edu>
- [aisp@msu.edu](mailto:aisp@msu.edu), [dminer@msu.edu](mailto:dminer@msu.edu)

**name\title of head\director:** Dylan Miner, Director

**degree(s) granted:** B.A. Minor; Graduate Affiliation

**description of program offerings:** The American Indian Studies Program offers an undergraduate minor and a Graduate Affiliation that broaden students' understanding of Indigenous cultures, history, and current issues with an emphasis on Native peoples of the Great Lakes and Midwest. Enrollment in either program requires the written approval of the AIIS director. Both the minor and the graduate affiliation are completed while a student is enrolled in a separate degree-granting program. The program offers extensive co-curricular programming, including: the Indigenous Youth Empowerment Program (IYEP), an Indigenous Studies Writing Group (ISWG), Anishinaabe-gikendaasowin (Indigenous Traditional Knowledge series), Odamino Indigenous Play Series, Anokiiwigamig Indigenous Arts Initiative, and a Voices on Campus lecture series.

**areas of faculty interest\expertise:** More than 20 faculty and one pre-doctoral fellow with expertise in the following areas: Native art history and contemporary Indigenous arts practice; Indigenous philosophy and traditional ecological knowledge; Native literature and rhetorics; American Indian anthropology and archaeology (including urban Indian issues, Indigenous women, and indigenous archaeology); Native youths, families, parenting, and elder issues; powwow and global Indigenous ethnomusicology; Great Lakes Indigenous history, including contact, fur trade and early U.S. eras; off-reserve and urban Native education; Canadian First Nations, Métis, and Indigenous border issues; Indigenous law and policy, including tribal law and Indian Child Welfare Act; Anishinaabemowin language; Chicano and Mexican Indigeneities; and American Indian health.

**resources available:** Native American Institute (NAI), Indigenous Law and Policy Center (ILPC), North American Indigenous Student Organization (NAISO), freshman retention program (Aanii), American Indian Science and Engineering Society (AISES) chapter, Wordcraft Circle of Native Writers and Storytellers group, North American Indigenous Faculty Staff Association (EAGLE), Nokomis Learning Center, Indigenous Youth Empowerment Program, and others.

**financial aid available to students:** Michigan Indian Tuition Waiver (MITW) program for enrolled members of federally recognized tribes or American Indians with BIA certification: see <http://www.michigan.gov/mdcr/0,1607,7-138-240889-,00.html>. To qualify for the MITW, students must also be permanent residents of Michigan, which means at least a one-year residency.

**number of students in program:** 20 undergraduates pursuing the Minor; 10 affiliated graduate students.

**distance learning:** not currently

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## University of Minnesota Duluth

**title of program:** American Indian Studies and Master of Tribal Administration and Governance

- 116 Cina Hall, 1123 University Drive, Duluth, MN 55812; (218) 726-8771
- <http://cla.d.umn.edu/departments/ais>
- [umdais@d.umn.edu](mailto:umdais@d.umn.edu)

**name\title of head\director:** Jill Doerfler, Head

**degree(s) granted:** B.A (major and minor) in American Indian Studies; Master of Tribal Administration and Governance

**description of program offerings:** American Indian Studies (AIS) is an interdisciplinary academic department offering coursework committed to broadening knowledge of the worldview, histories, languages, literatures, cultures, arts and contemporary experiences of American Indian nations and peoples. As American Indian nations maintain a distinct political relationship with the federal government rooted in historical treaties, congressional laws, and executive orders, AIS promotes an awareness for and understanding of tribal sovereignty and self-determination. AIS strives to protect the integrity and identity of the indigenous population of North America and to create an intellectual learning environment conducive to critical and creative thought.

The **B.A. in American Indian Studies** is designed to give students a broad background while allowing concentrated study in an area(s) of interest and prepares them to work in wide range of areas. The core of the program includes study in Ojibwe language, historical and contemporary foundations, politics and law, art and literature, and societies and cultures. Majors and minors develop skills in analytical and critical thinking as well as verbal and written communication. They acquire knowledge of historical and contemporary American Indian experiences, cultures, and (inter)governmental affairs. Students have the flexibility to customize the major and minor to fit their interests. Common career areas are diversity coordinator/recruiter/academic counselor at K-12 and post-secondary institutions, research specialists for museums and historical associations, cultural consultants, liaisons for businesses or governments, and more.

The **B.A. in Tribal Administration & Governance (TAG)** is designed to prepare students to work for Tribes. This major combines fundamental courses from the Labovitz School of Business & Economics with courses focused on tribal sovereignty, governance, and administration. Students will gain the capacity to provide strategic management and manage human capital in tribal contexts as well as understand significant federal statutes



and policies that apply to Native nations. Majors must complete an internship. Students can either transfer in with an AA or the Minnesota Transfer Curriculum and complete TAG completely on-line in two years OR students can come to UMD and take courses to fulfill the UMD liberal education requirements while taking the courses for the major.

The **Master of Tribal Administration and Governance (MTAG)** program seeks to train future American Indian tribal leaders and managers through coursework grounded in ethics. It focuses on tribal governance and the management issues encountered on a reservation as well as the complex relations among tribal, state, and the federal governments. The curriculum includes classes on principles of tribal sovereignty; tribal budgets, finance and accounting; principles of tribal management; federal Indian law; and leadership and ethics. Students in the program may already serve as tribal administrators, council members or tribal leaders. The degree includes five synchronistic classes each semester, which students may attend in person or virtually.

**areas of faculty interest\expertise:** Anishinaabeg Studies, intellectual history, political theory, diplomacy, global indigenous studies, American Indian Literature, Federal Indian Policy, Federal Indian Law, Tribal Governance, and Tribal Administration.

**resources available:** Anishinaabe Student Organization, American Indian Learning Resource Center.

**financial aid available to students:** [information not provided]

**number of students in program:** 15 majors, 40 Masters students

**distance learning:** Tribal Administration and Governance B.A. and Master of Tribal Administration and Governance are offered on-line.

## University of Minnesota, Morris

**title of program:** Native American and Indigenous Studies

- 600 East 4th Street, Morris, Minnesota 56267; (888) 866-3382
- <https://academics.morris.umn.edu/native-american-and-indigenous-studies>

**name\title of head\director:** Becca Gercken, Coordinator

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:**

**areas of faculty interest\expertise:** Anishinaabe Language, American Indian Literature, Quaternary studies, Multicultural Psychology, Indigenous Education.



**resources available:** American Indian Science & Engineering Society (AISES), Circle of Nations Indigenous Association (CNIA), American Indian Advisory Committee, internships.

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Minnesota, Twin Cities

**title of program:** Department of American Indian Studies

- 19 Scott Hall, 72 Pleasant Street SE, Minneapolis MN 55455; (612) 624-1338
- <http://cla.umn.edu/ais>
- [aminstud@umn.edu](mailto:aminstud@umn.edu)

**name\title of head\director:** David Chang, Chair

**degrees granted:** B.A. major and minor in American Indian Studies, B.A. in Ojibwe language.

**description of program offerings:** Courses include Indigenous Peoples: An American Perspective; Indigenous Peoples: A Global Perspective; American Indian History to 1840; American Indian History, 1840-Present; American Indian Art; American Indian Literature; Dakota History and Culture; Ojibwe History and Culture; Dakota Language: Beginning, Intermediate, and Advanced; Ojibwe Language: Beginning, Intermediate, and Advanced; American Indian Women; History of American Indian Education; American Indian Philosophies; American Indian Law; Law, Sovereignty, and Treaty Rights; Tribal Government; Change and Development in Indian Communities; Federal Indian Policy; Contemporary American Indian Movements; American Indians and the Cinema; American Indians and Photography; and a wide variety of special topics courses, directed studies and research; and internship opportunities.

**areas of faculty interest\expertise:** Interest in Native literature, art, film, and photography, philosophy, Dakota and Ojibwe languages, culture and history, American Indian history, federal policy, law, and treaty rights, political economy.

**resources available:** American Indian Culture House; Center of Indigenous Nations (COIN); American Indian Student Cultural Center; Dakota and Ojibwe Language Societies.

**financial aid available to students:** For incoming freshman, please contact the American Indian Recruitment Coordinator - (612) 625-9565. For transfer information, please contact the Community Engagement Coordinator, (612) 624-1338

**number of students in program:** Approximately 50 majors and 30 minors.

**distance learning:** rare.

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## Minnesota State University - Mankato

**title of program:** American Indigenous Studies

- Department of American Indigenous Studies, Minnesota State University, Mankato, 358 North Trafton Science Center, Mankato, Minnesota 56001; (507) 389-3224, Fax (507) 389-6769
- [www.sbs.mnsu.edu/ais](http://www.sbs.mnsu.edu/ais)

**name\title of head\director of program:** Rhonda Dass, Director

**degree(s) granted:** B.A. and B.S. major and minor; certificate

**description of program offerings:** American Indigenous Studies (AIS) provides an interdisciplinary and broad understanding of Indigenous Americans, especially the Dakota, and their respective ways of life in the past, present, and future. AIS welcomes all students - Native and non-native - to pursue knowledge of Native American cultures, knowledge, languages, histories, politics, media, and other topics. The AIS program will prepare students to pursue graduate studies and careers located in tribal communities or in ethnically diverse settings. Incorporating Indigenous perspectives into the curriculum, AIS facilitates a space whereby Native American worldviews will be an enduring and integral part of the diverse intellectual atmosphere of the University.

**areas of faculty interest\expertise:** Dr. Rhonda Dass - Tribal Sovereignty, Indigenous Activism, Traditions and Cultural change; Dr. Chelsea Mead - Native history, Indigenous languages: revitalization and retention, Indigenous education.

**resources available:** We work in collaboration with the office of American Indian Affairs on campus and with our Native American Student Association to provide support and direction for our native students. We are also collaborating to offer Dakota and Ojibwe language courses through our program. Though generous donations we are able to offer experiential offerings for our students taking them to sites across the country to better understand native people including the Gathering of Nations in Albuquerque, New Mexico, the National Museum of the American Indian in Washington, DC, and Cahokia Mounds Park in Illinois.

**financial aid available to students:** We administer the Andreas American Indian Scholarship, awarding up to \$7000 each year to native students.

**number of students in program:** 25

**distance learning:** We offer many of our courses online and are ready to work on distance projects as the need arises with communities.

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## Minot State University

**title of program:** Native American Studies

- c/o Joseph C. Jastrzembski, Department of History, Minot State University, 500 University Ave. West, Minot, ND 58707
- <http://www.minotstateu.edu/nas/>
- [joseph.jastrzembski@minotstateu.edu](mailto:joseph.jastrzembski@minotstateu.edu)

**name\title of head\director:** Joseph C. Jastrzembski, Professor of History

**degree(s) granted:** Minor; concentration.

**description of program offerings:** Native American Art, Native American Literature, American Indian History, Peoples and Cultures of Native North America, Great Plains Indians, Native American Social History, Contemporary Issues with Native American Families, Pharmaceutical Ethnobotany.

**areas of faculty interest\expertise:** Art, Biology, GeoSciences, History, Sociology, Social Work, English.

**resources available:** Native American Cultural Center; Native American Cultural Awareness Club; Multicultural Center; Annual Powwow; Gordon Olson Library: large collection of Native American books and periodicals; Northwest Art Center: Permanent collection of Native American art and artifacts. MSU is centrally located to four North Dakota reservations/tribes: Turtle Mountain Band of Chippewa, MHA Nation (Mandan, Hidatsa, and Arikara Nation), Spirit Lake Dakota Nation, and the Standing Rock Sioux Tribe. MSU has memorandums of understanding with the Turtle Mountain Community College and the Neuta Hidatsa Sahnish College (MHA Nation).

**financial aid available to students:** Diversity Tuition Waiver.

**number of students in program:** [information not provided]

**distance learning:** Some courses in the NAS curriculum are offered on-line or in interactive video format.

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## Missouri State University

**title of program:** Native American Studies

- 901 South National Ave, Springfield MO 65897; (417) 837-5000
- <https://www.missouristate.edu/areastudies/nas/>

**department in which housed:** Area Studies

**name\title of head\director:** Dr. William C. Meadows, coordinator

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies Program is an interdisciplinary minor course of study allowing students to concentrate on the history, arts, and cultures of native peoples of the Americas. The minor in Native American Studies offers a multidisciplinary exploration of the history, arts, and cultures of the first Americans, past and present. It can be an excellent complement to many majors, including art, history, and anthropology. The knowledge provided will be valuable if not essential in any career that involves working with Native Americans in business, social services, public administration, or health and medicine. The minor will also stimulate awareness and appreciation of the ethnic and cultural diversity of the United States, which is an increasing concern in the workforce and society today, as well as the importance of cultural heritage.

**areas of faculty interest\expertise:** Indian History, Plains Indians, Native American Religions, Geography, Native American Literature, Art and Architecture of Mesoamerica, Pre-Columbian Art.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Montana

**title of program:** Native American Studies

- Payne Family Native American Center, 32 Campus Drive, Missoula MT 59812; (406)243-5831, fax (406)243-6432
- <http://hs.umt.edu/nas/>

**name\title of head\director:** Kathryn Shanley, Chair

**degrees granted:** B.A. major and minor.

**description of program offerings:** As an academic department, our primary goal is to provide and maintain the highest possible academic standards for our students and ourselves. It is the mission of the Native American Studies department to teach critical skills of writing, research, communication, and analysis which focus on the subject matter of American Indian history, literature, ecological views, language, spiritual belief systems, philosophy and contemporary concerns; and to teach about cultural diversity from the perspectives of indigenous people of this country. The Native American Studies major is interdisciplinary, offering courses from sovereignty to history to literature, and provides an opportunity for critical analysis and evaluation of the experience, perspectives, and continued evolution of Native cultures and history as diverse people. Native American Studies, as an academic discipline, is committed to examining the contemporary and ancient experiences and ways of life of the first Americans from their perspective. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing upon their cultural, historical, and contemporary life. Courses are designed for both Native American and non-Native American students so they can better understand human similarities and differences, thereby leading to the development of increased communications and good interpersonal relationships.

**areas of faculty interest\expertise:** Kathryn Shanley - Native American Literature: Native American Autobiography, the work of James Welch, contemporary American Indian literature, and post-colonial theory; Neyooxet Greymorning - Anthropology, Political Anthropology, Native Language Revitalization, Aboriginal Sovereignty, Global Development & Indigenous Peoples, and Native Ethnobotany; Theodore C. Van Alst, Jr. - Contemporary American Indian Literature, Contemporary Native American Film, Representation, Popular Culture, Social Media and Activism, Film History, and Film Genre; Wade Davies - American Indian history, American Indian sporting traditions, history of American Indian health care.

**resources available:** A variety of resources are available. We have services offered through the University, plus several clubs/organizations, the University library, plus more.

**financial aid available to students:** Several forms of financial aid available, including Indian Fee Waiver (if qualified), Work/Study program, and scholarships.

**number of Native American students:** 800 at the University.

**distance learning:** no.

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## Montana State University - Bozeman

**title of program:** Native American Studies

- Wilson Hall 2-179, PO Box 172340, Bozeman MT 59717-2340; (406) 994-3881, fax (406) 994-3343
- <http://www.montana.edu/nas>
- [NAS@montana.edu](mailto:NAS@montana.edu)

**name\title of head\director:** Walter Fleming, Department Head

**degrees granted:** M.A. in Native American Studies; On-line Graduate Certificate in Native American Studies; B.A. Minor in Native American Studies

**description of program offerings:** **NAS MASTER OF ART DEGREE:** The NAS MA Degree program, established in 2000, is designed to meet a variety of interests and needs. There are two MA options to accommodate varying students' academic concentrations and goals: the Thesis option is 31 credits, and is generally intended for those who wish to continue into a doctoral program; the Professional Paper option is 30 credits, and is for those pursuing professions such as tribal government, education, or public health. Graduate students work closely with the faculty of NAS, receiving the highest possible individual attention. At each stage, students are given the support and advice to successfully complete their program, typically in two years. NAS offers competitive Graduate Teaching Assistantships, providing teaching experience, a tuition waiver, and a generous monthly stipend. GTA's assist the professor in teaching the introductory level course NASX 105. **ONLINE GRADUATE CERTIFICATE IN NAS:** The Graduate Certificate online program was launched in 2010, and is intended for professionals pursuing careers that work with American Indian communities, or those who simply want to gain deeper insight into Native American art, literature, law, culture, history, and contemporary settings. Up to 9 credits can be applied to the NAS-MA program. *This 12-credit program is available fully online!* **NAS UNDERGRADUATE MINOR:** Native American Studies (NAS) offers an interdisciplinary program of study through a nonteaching minor in Native American Studies as well as opportunities for students to gain a multicultural perspective in meeting the University's core curriculum requirements. The program is flexible enough to meet individual needs of students through opportunities for independent study, small group seminars, internships, and special topics courses.

**areas of faculty interest\expertise:** Montana Indians, Plains Indians, Indian policy and law, American Indian art, American Indian religion, American Indian literature, American Indian education.

**resources available:** American Indian/Alaska Native Student Success Services; American Indian Science Engineering Society; Native American Peer Advisors. MSU-NAS has strong ties to MT's seven tribal colleges and tribal communities. MSU hosts many Native American academic and cultural events, creating a supportive home for the 600+ American Indian students attending MSU.

**financial aid available to students:** Graduate teaching assistantships; Montana students receive tuition waiver (based on need), Homelands scholarship, and several small

scholarships are available. Students must go through the Financial Aid Office for funding.

**number of students in program:** 600+ Native students, 30 NAS Masters students, 49 NAS Graduate Certificate students, 30 declared minors; c. 500 students/ semester enrolled in Native American Studies courses.

**distance learning:** We are now offering online classes and offer an Online Graduate Certificate in Native American Studies (<http://www.montana.edu/nativeamerican/online.html>).

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## Montana State University Billings

**title of program:** Native American Studies Minor

- Montana State University Billings, 1500 University Drive, Billings MT 59101; (406) 657-1674
- <http://www.msubillings.edu/cas/NAMS/>

**department in which housed:** Social Sciences & Cultural Studies

**name\title of head\director:** Dr. John H. Barcus, Ed.D.

**degree(s) granted:** Minor in Native American Studies; BSLS ( Bachelor of Science in Liberal Studies) with a concentration in Native American Studies.

**description of program offerings:** C. 15 courses including Social Issues, Literature, Law, Art, Montana Indian Groups, Native Americans and the Environment, Native American Philosophies, Federal Indian Law, and Federal Indian Policy.

**areas of faculty interest\expertise:** Community, Economic and Leadership Development in Indian country.

**resources available:** Native American Achievement Center (<http://www.msubillings.edu/naac/>), Intertribal Indian Club.

**financial aid available to students:** Financial aid is available to those that meet the standards of Federal Student Aid.

**number of students in program:** 30

**distance learning:** Yes, all required courses are offered in online formats.

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## Montana State University - Northern

**title of program:** Native American Studies

- PO Box 7751, 300 13th St West, Havre, MT 59501; (406) 265-3735
- <http://www.msun.edu/academics/coeasn/program-nas.aspx>

**name\title of head\director:** Norton Pease, Chair

**degree(s) granted:** minor

**description of program offerings:** See website.

**areas of faculty interest\expertise:** Indigenous activism, expressive cultures, cultural relevancy, race and identity.

**resources available:** Sweetgrass Society (Native student organization), annual pow wow.

**financial aid available to students:** Yes - check with financial aid office.

**number of students in program:** c. 15 minors in NAS.

**distance learning:** Some courses.

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## Mount Holyoke College

[See listing for **Five Colleges, Inc.**]

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## Université de Montréal

**title of program:** Programme en études autochtones

- Pavillon Lionel-Groulx, 3150 Jean-Brillant, Montréal QC H3T 1N8T; (514) 343-2152
- <http://anthropo.umontreal.ca/programmes-cours/programmes-de-1er-cycle/etudes-autochtones/>
- <https://www.facebook.com/pea.udem/>
- [anthro@umontreal.ca](mailto:anthro@umontreal.ca), [marie-pierre.bousquet@umontreal.ca](mailto:marie-pierre.bousquet@umontreal.ca)

**department in which housed:** Anthropology



**name\title of head\director:** Marie-Pierre Bousquet, Director

**degree(s) granted:** Minor, module

**description of program offerings:** <https://admission.umontreal.ca/programmes/mineure-en-etudes-autochtones/> , <https://admission.umontreal.ca/programmes/microprogramme-de-1er-cycle-en-etudes-autochtones/>

**areas of faculty interest\expertise:** anthropology, history, criminology, psychoeducation, indigenous languages, literature, arts and cinema, law, politics, geography, biology, archeology, demography, sociology, social work, religious sciences

**resources available:** prize for Indigenous students (Prix Claude-Kistabish), resource center for Indigenous students, Indigenous student meeting room with Indigenous coordinators (Salon Uatik, <https://www.facebook.com/SalONUatik/>), students' associations interested in Indigenous topics (in law, health, social sciences), indigenous Awareness Week (Semaine Mitig)

**financial aid available to students:** scholarship for Indigenous students, scholarship for students in Indigenous studies

**number of students in program:** about 30

**distance learning:** not yet

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**title of program:** DESS Récits et médias autochtones (Graduate Diploma in Indigenous Literatures and Media)

c/o Département de littératures et de langues du monde, C. P. 6128, succursale Centre-ville, Montréal (QC), H3C 3J7, Canada

- <http://llm.umontreal.ca/programmes-cours/recits-et-medias-autochtones/nouveau-dess-en-recits-et-medias-autochtones/>
- <https://www.facebook.com/indigenouslitandmedia.umontreal/>
- [sal.henzi@umontreal.ca](mailto:sal.henzi@umontreal.ca)

**department in which housed:** Département de littératures et de langues du monde

**name\title of head\director:** TBA; Sarah Henzi, interim contact

**degree(s) granted:** Graduate Diploma

**description of program offerings:** See <https://admission.umontreal.ca/programmes/dess-en-recits-et-medias-autochtones/>

**areas of faculty interest\expertise:** Indigenous literatures, film, visual arts, popular culture, new media, digital humanities; Indigenous methodologies, ethics, collaboration; decolonization, resurgence, politics, education

**resources available:** resource center for Indigenous students, student associations interested in Indigenous topics (multiple disciplines), Indigenous Awareness Week

**financial aid available to students:** Scholarship for Indigenous students, scholarship for students in Indigenous studies, award for Indigenous students

**number of students in program:** 6

**distance learning:** no

## Navajo Technical University

**title of program:** Diné Culture, Language, and Leadership

- Lowerpoint Road, State Hwy 371, Crownpoint NM 87313; (505) 786-4100, fax (505) 786-5644
- <http://www.navajotech.edu/academics/bachelor-of-arts>

**name\title of head\director:** Peter Moore, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** This 4 year-degree degree program is to produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles and other relevant occupations.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** counseling, child care services, food services, residential services, transportation (for commuting students), and services for students with special needs, tutoring, computer access, distance learning, and library services.

**financial aid available to students:** See <http://www.navajotech.edu/students/scholarships>

**number of students in program:** [information not provided]

**distance learning:** Yes – see <http://www.navajotech.edu/academics/online-courses>.

## University of Nebraska, Lincoln

**title of program:** Native American Studies

- 303 Seaton Hall, Lincoln NE 68588-0687; (402)472-1663
- <https://ethnicstudies.unl.edu/current-undergraduate>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Amelia Montes, Director

**degrees granted:** B.A. major and minor; Ph.D. and M.A. with an emphasis in Native American Studies.

**description of program offerings:** Courses focus on Anthropology, Plains Ethnology, Native American Literature, History, Psychology, Sociology, and more.

**areas of faculty interest\expertise:** Anthropology, English, Geography, Ethnic Studies, Psychology, Sociology, History, and Law.

**resources available:** The Campus Indian Students Club (UNITE - UNited InterTribal Exchange) sponsors programs, an annual pow-wow, and visiting speakers/lecturers. The university is home to the University of Nebraska Press which publishes *American Indian Quarterly* and many other outstanding Native American publications. The Native American Public Television (NAPT) is also housed at the university. Native American Studies promotes an awareness of Native American culture and knowledge to students, the university, the community, and national and international audiences.

**financial aid available to students:** Full scholarships are available to some Native American students. Partial scholarships may also be available.

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

## University of Nebraska at Omaha

**title of program:** Native American Studies

- College of Arts and Sciences, Native American Studies, ASH 106, University of Nebraska at Omaha, Omaha NE 68182-0150; (402)554-2829
- <http://www.unomaha.edu/college-of-arts-and-sciences/native-american-studies/index.php>

**name\title of head\director:** Beth R. Ritter, Director

**degrees granted:** Minors (undergraduate and graduate) in Native American Studies; also, B.A./B.S. in Interdisciplinary Studies (Native American Studies concentration), Bachelor of General Studies ("BGS") with Native American Studies concentration.

**description of program offerings:** We educate approximately 1,000 UNO students per year with a mission to serve urban Indians in our metropolitan region. Regular course offerings include: Introduction to Native American Studies, Native American Health and Wellness, Traditional Ecological Knowledge: Native Horticulture, Sacred Existence, Native American Storytelling, Asphalt Rez, Native Nations Business, Peoples and Cultures of Native North America, North American Archaeology, Native American Literature, Red Power Movement; History of North American Indians, History of the Sioux Tribe, History of Native American Environmentalism, Native American Religions, Contemporary Tribal Nation Building, Federal Indian Law, Indian Gaming, Native American Film, First Nations, Creative Spirit.

**areas of teaching faculty interest\expertise:** Brady DeSanti (Native American Religions, Shamanism); Michele Desmarais (First Nations, Medical Humanities); Regina Robbins (Native American Health and Wellness, Indigenous Research Methods); Kent Blansett (Red Power Movement, Native American History); Denny Smith (Sioux History, History of Native American Environmentalism); Barbara Robins (Native American Literature); Alan Osborn (North American Archaeology, Environmental Anthropology and Native Peoples of the Great Plains); Beth Ritter (Peoples and Cultures of Native North America; Native American Film); Lyn M. Holley (Gerontology); Travis Robbins (Traditional Ecological Knowledge: Native Horticulture); Maunka Morgan (Native Nations Business, Contemporary Issues); Carolyn K. Fiscus (Sacred Existence, Contemporary Nation Building, Native American Storytelling); Brooktyn Blood (Federal Indian Law, Indian Gaming); Cindy Krafka (Intro; Political Science); Catherine Warren (Intro; Native American History).

**resources available:** UNO Intertribal Student Council (ITSC), Native American student recruitment/retention specialist. Our program maintains a close relationship with the Native American peoples of Omaha and Nebraska at large. We provide outreach programs and host or co-host UNO Wambli Sapa Memorial pow wow, Native Film Festival, Trudell lecture series, public speakers, honoring ceremonies, and other presentations and activities throughout the year.

**financial aid available to students:** Goodrich Scholarship Program; Thompson Learning Community; Virginia Frank NAS Scholarship.

**number of students in program:** 50 undergraduate minors, 10 BGS concentrations, 10 graduate minors; 300 Native students on campus.

**distance learning:** Introduction to Native American Studies, Federal Indian Law, Indian Gaming, Peoples and Cultures of Native North America, History of Bison

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## University of Nevada - Las Vegas

**title of program:** American Indian and Indigenous Studies

- 4505 S. Maryland Pkwy, Las Vegas, NV 89154; (702) 895-3011
- <https://www.unlv.edu/interdisciplinary/american-indian>

**department in which housed:** Interdisciplinary, Gender, and Ethnic Studies

**name\title of head\director:** William Bauer, Director

**degree(s) granted:** Minor

**description of program offerings:** The American Indian and Indigenous Studies minor focuses on the experiences of American Indian and Indigenous people in the Americas from an interdisciplinary and comparative perspective, which includes Anthropology, Art, English, History, Political Science, Sociology, and Women's Studies. This minor will provide an academic and scholarly foundation for students to study and interpret the needs and social/cultural, political, educational, and historical conditions of American Indians and Indigenous peoples in North America. It will help prepare students to work in settings that require an understanding of tribal sovereignty and serving and interacting with this diverse population.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of New Mexico

**title of program:** Native American Studies

- Mesa Vista Hall, 3rd Floor Rm 3080, MSC 06 3740, 1 University of New Mexico, Albuquerque NM 87131-0001; (505) 277-3917, fax (505) 277-1818
- <http://nas.unm.edu/>
- [nasinfo@unm.edu](mailto:nasinfo@unm.edu)

**name\title of head\director:** Tiffany S. Lee, Ph.D., Chair

**degrees granted:** M.A., B.A. (major and minor) in Native American Studies

**description of program offerings:** The M.A. degree offers a focus in Indigenous Leadership, Self-Determination, and Sustainable Community Building and requires 30 credits to complete. The M.A. in NAS 30 credits consists of 18 credits from the M.A. core courses and 12 credits from the focus area. The B.A. degree requires completion of 36 credit hours: 18 credits of required core courses; 12 credits from one of the two concentrations - Leadership & Building Native Nations or Indigenous Learning Communities; and 6 credits of additional upper division NATV courses. B.A. degree students in NAS are required to declare a Minor. The NATV Minor degree requires completion of 24 credit hours: 15 credits of required courses; 9 credits of upper division NATV courses. Course descriptions available on department website.

**areas of faculty interest\expertise:** NAS faculty represent a variety of Indigenous communities and have an array of discipline focus. The NAS Ph.D. faculty include Dr. Gregory Cajete (Santa Clara Pueblo), Dr. Tiffany Lee (Diné and Lakota), Dr. Lloyd Lee (Diné), Dr. Robin Minthorn (Kiowa Tribe of Oklahoma, Apache, Nez Perce, Umatilla and Assiniboine Nations), Dr. Leola Tsinnajinnie (Diné & Filipino), and Dr. Wendy Greyeyes (Diné). For additional biography and information on teaching philosophies, please visit the NAS website.

**resources available:** New Mexico is rich in Native culture and community resources. Facilities and programs that are housed in Native American Studies academic department include the 7000+ volume NAS library which includes the highly acclaimed Reno Collection.

**financial aid available to students:** The NAS program awards merit-based scholarships to Native American Studies M.A., B.A., or NAS Minors only who are enrolled at UNM. Applications are accepted annually and information is available by contacting the department.

**number of students in program:** Currently, there are approximately 1300 Native students enrolled and attending UNM main campus and about 80 students who are in the NAS M.A., B.A., or minor degree programs.

**distance learning:** Beginning Fall 2017, NAS offers a completely online B.A. degree program. Each semester the department offers many online or online-synchronous courses. Contact the department for more information.

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## New Mexico State University

**title of program:** Native American Studies

- MSC 3VB, P.O. Box 30001, Las Cruces NM 88003; (575) 650-6712
- <https://anthropology.nmsu.edu/anthro-undergrad/american-indian-studies/> (undergraduate)
- <https://anthropology.nmsu.edu/anthro-grad/graduate-minor-in-native/> (graduate)

**department in which housed:** Anthropology

**name\title of head\director:** Donald D. Pepion, Ed.D., Director

**degree(s) granted:** Minor (undergraduate and graduate)

**description of program offerings:** NAS focuses on Native American cultures and societies, deals with contemporary and historical experiences of American Indians, and examines the contributions of Indigenous peoples to life in the United States and other American nations. This specialized field has developed in reaction to Western academic views of Native Americans and to the frequently restrictive, disciplinary approach within universities to issues concerning Native peoples. The purpose of the Native American Studies Graduate Minor is to provide an opportunity for all students to learn about Native American cultures and societies, facilitate research and other creative activities that concern Native American peoples and that have potential benefit for them, and serve the University and State of New Mexico in ways that support and illuminate the rich heritage of Native American peoples.

**areas of faculty interest\expertise:** culture and ethnohistory of the indigenous Blackfoot peoples of Canada and the United States, Linguistics, Native American ethnography, Athapaskan languages and cultures, Southwestern archaeology, ritual in prehistory.

**resources available:** The American Indian Program (AIP); American Indian Student Center (AISC); Indian Resource Development Program ([ird@nmsu.edu](mailto:ird@nmsu.edu), phone: 575-646-1126 or 575-646-1347; United Native American Organization (UNAO); Native American Student Business Association (AISES).

**financial aid available to students:** Indigenous Nations for Community Action Scholarship for NAS students

**number of students in program:** about 45 students are enrolled each semester.

**distance learning:** The Native American Studies undergraduate minor offers on-line courses each semester.

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## University of North Carolina - Chapel Hill

**title of program:** American Indian Studies

- Department of American Studies, 227 Greenlaw Hall CB#3520, Chapel Hill NC 27599-3520; (919) 962-5481; fax (919) 962-3520
- <http://americanindianstudies.unc.edu/>
- [richotte@unc.edu](mailto:richotte@unc.edu)

**program in which housed:** American Studies

**name\title of head\director:** Keith Richotte, Jr., Coordinator

**degree(s) granted:** B.A. major concentration, B.A. minor, Ph.D. in a number of different departments

**description of program offerings:** Introduction to the Cultures and Histories of Native North America, Approaches to American Indian Studies, Native American History: The East, Native American History: The West, Native American Tribal Studies, Native America in the 20th Century, Indigenous Storytelling, Native Americans in Film, American Indian Novels, Beyond Red Power: American Indian Activism since 1900, The Long 1960s in Native America, American Indian Art and Material Culture through Interdisciplinary Perspectives, Digital Native America, America's Threatened Languages, Federal Indian Law and Policy, American Indians and American Law, Elementary Cherokee Language I, Elementary Cherokee Language II, Intermediate Cherokee Language II, Intermediate Cherokee Language II, Ancient Cities of the Americas, American Indian Societies, Native American Cultures, Archaeology of South America, Ancestral Maya Civilization, Archaeology of North America, Archaeology of Food, Archaeology of the American South, Native Languages of the Americas, Native Writers, Field School in North American Archaeology, Introduction to the Art and Architecture of Pre-Hispanic Mesoamerica, Art of the Aztec Empire, Native American Art and Culture, Latin America under colonial Rule, Introduction to Mexico, History of the Andes, Latin American Indigenous Peoples, Mexico, 1750-1870, Ancient Mayan Hieroglyphs, Mesoamerican Languages and Linguistics, Introduction to Yucatec Maya, Latin American Cultural Topics, Mesoamerica through Its Native Literatures, Indigenous Literatures and Cultures of the Americas, Guarani Linguistics, Native and Christian.

**areas of faculty interest\expertise:** American Indian and Indigenous anthropology, archeology, art, expressive culture, history, languages, law, literature, policy, politics, and religion.

**resources available:** American Indian Center programs (<http://americanindiancenter.unc.edu/>), Carolina Indian Circle (undergraduate), First Nations Graduate Circle (graduate), American Indian Science and Engineering Society (AISES), Native American Law Students Association (NALSA), Alpha Pi Omega



Sorority, Phi Sigma Nu Fraternity, Carolina Seminar in American Indian and Indigenous Studies, VOICES, Michael D. Green Lecture in American Indian Studies, Elder-In-Residence Program.

**financial aid available to students:** Yes, Contact the UNC Scholarship and Student Aid Office (<http://studentaid.unc.edu/>) including: The Pogue Scholarship, North Carolina American Indian Incentive Grant, and other scholarships, grants, loans, work-study.

**number of students in program:** approximately 10-20

**distance learning:** no

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## University of North Carolina at Pembroke

**title of program:** American Indian Studies

- PO Box 1510, Pembroke NC 28372-1510; (910)521-6266 or (800) 949-8627
- <http://www.uncp.edu/departments/american-indian-studies>

**name\title of head\director:** Dr. Mary Ann Jacobs, Chair

**degrees granted:** B.A. major, minor, or concentration.

**description of program offerings:** In addition to core courses, majors select one of four tracks: Peoples and Histories Focus, Stories and Literatures Focus, Social and Cultural Issues Focus, or General Focus. Courses include Introduction to American Indian Studies, North American Indian History, Latin American History and Culture, Indians of the Southeast, Federal Policy, American Indian Religious Traditions, American Indian Literatures, Indian Residential and Boarding School Narratives, American Indian Sports Heritage, American Indian Art History, Indigenous Women, American Indian Health, American Indian Education, Native American Populations, Archaeology in North Carolina, Contemporary Issues of American Indians, Video Ethnography, American Indian Indians and Film, and Special Topics courses. Most courses are also cross-listed in the Art, Literature, History, Religion, Sociology and Social Work departments.

**areas of faculty interest\expertise:** Native American literature, health, religion, folklore, oral traditions, archaeology, art, education, Southeastern Indian history and culture (particularly Indigenous groups and tribes of NC), travel-study opportunities, and social service provision in Native American communities.

**resources available:** Native American Resource Center (museum), Native American Student Organization, the Native American Student Movement, American Indian Science and Engineering Society, American Indian Fraternities and Sororities and the Southeast Indian Studies Conference (April).

**financial aid available to students:** Several small scholarships (awarded annually).

**number of students in program:** 15 - 25 majors, minors and concentrations.

**distance learning:** Online courses in Intro to American Indian Studies, Federal Policy, Federal Indian Law, and Native American Literature.

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## University of North Carolina-Wilmington

**title of program:** Native American Studies

- Lee Schweninger, Coordinator, c/o Department of English, UNCW, 601 S. College Rd., Wilmington NC 28403; (910) 962-3539
- <http://www.uncw.edu/nas/>
- [schweningerL@uncwil.edu](mailto:schweningerL@uncwil.edu)

**department in which housed:** English

**name\title of head\director:** Lee Schweninger, Coordinator

**degree(s) granted:** B.A. Minor

**description of program offerings:** Anthropology of Native Americans; American Indian Literatures; American Indian History; Native South Americans; Native North Americans; New World Archeology; Ethnohistory of Southeastern Indians; Native American Religious Traditions; American Indians in the 20<sup>th</sup> Century; other appropriate courses may satisfy the elective requirements if approved by the coordinator.

**areas of faculty interest\expertise:** Native American Literatures, Schweninger; American Indian History, LaVere; Native American Religion, Walt Conser; Anthropology, Patricia Lerch (ethnology and ethnography).

**resources available:** Student Indian Cultural Association.

**financial aid available to students:** none.

**number of students in program:** 2-3.

**distance learning:** no

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## North Carolina State University

**title of program:** Native American Studies

- 369 Withers Hall, Campus Box 8108, Raleigh NC 27695; (919) 515-3638
- <https://ids.chass.ncsu.edu/studies/nativeamericanminor.php>
- [jkertes@ncsu.edu](mailto:jkertes@ncsu.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Dr. Judy Kertesz, Director

**degree(s) granted:** minor

**description of program offerings:** 15 credit hour academic minor.

**areas of faculty interest\expertise:** Native Peoples and Cultures of North America, Native American Literature, Native American History, Andean South America, The American West, Early American Frontier.

**resources available:** Office of Native American Student Affairs; Native American Student Organization; Native American Pow Wow.

**financial aid available to students:** [Information not provided]

**number of students in program:** [Information not provided]

**distance learning:** [Information not provided]

## University of North Dakota

**title of program:** American Indian Studies

- 221 Centennial Drive, Stop 7103, Grand Forks ND 58202; (701)777-4650
- <http://arts-sciences.und.edu/american-indian-studies/>

**name\title of head\director:** Hans Broedel, Chair

**department in which housed:** History

**degrees granted:** B.A. major or minor.

**description of program offerings:** The Indian Studies program offers an expanded approach to the study of American Indian history and contemporary Native cultures and societies. It also promotes a multidisciplinary understanding of historic and contemporary political and economic realities. The department is engaged in enabling the University to serve reservation communities. Courses include: Federal Law and Native Communities; Ethnohistory of North America; Health and American Indian Cultures; Sustainable

Communities; Native Cultural Landscapes; Dynamics of Conquest; Education and American Indians; American Indian Women.

**areas of faculty interest\expertise:** Ecology, ethnohistory, politics, economic development, identity, literature, gender roles, early history, oral traditions, Plains and Woodlands cultures, languages, community health, education.

**resources available:** Indian Studies Association (student organization). UND has an American Indian Student Services center. North Dakota has four Indian reservations: Turtle Mountain, Fort Berthold, Devils Lake, and Standing Rock. Other close reservation communities in Minnesota include Red Lake, Cass Lake, and White Earth in Minnesota, Sisseton-Wahpeton, and Canadian First Nation communities. UND libraries offer a good collection of American Indian resources and hold important American Indian documents in special collections. the Indian Studies Department has close relations to the Law School, which offers a specialization in American Indian Law. UND students organize an annual Powwow and Time Out Week in spring, which is a week-long presentation of American Indian issues. UND offers INMED, INPSYCH and other programs, and has a very active McNair program to encourage underrepresented students attend graduate school.

**financial aid available to students:** Tuition waivers through the University, including a number of minority tuition waivers, are available.

**number of students in program:** around 3 majors, a few minors.

**distance learning:** Yes, but a limited number of courses.

## Northeastern State University

**title of program:** American Indian Studies

- American Indian Studies Program, College of Liberal Arts, Tahlequah OK 74464; (918) 444-3698
- <https://academics.nsuok.edu/chokeeeindigenous/CherokeeandIndigenousStudiesHome.aspx>

**department in which housed:** Cherokee and Indigenous Studies

**name\title of head\director:** Dr. Benjamin R. Kracht, Department Chair; Dr. Candessa Tehee, Cherokee Language Program Coordinator

**degrees granted:** B.A. major or minor, American Indian Studies; B.A., Cherokee Cultural Studies; B.A., Cherokee Education

**description of program offerings:** The American Indian Studies program offers a multidisciplinary approach to understanding Native American peoples. Courses are offered in anthropology, history, English and languages, political science, criminal justice, and social work; majors and minors also have access to the Cherokee language program (Dr. Candessa Tehee, Coordinator). The Cherokee Cultural Studies program involves studies of the Cherokee language and in depth studies of Cherokee history. Students can specialize in Cultural Heritage, Language Revitalization, or Self-Determination and Sovereignty. The B.A.E. Cherokee program prepares future Cherokee language teachers working in immersion environments. Classes involve Cherokee language studies, skills and knowledge in language acquisition, cultural awareness, and teaching methods and practices.

**areas of faculty interest\expertise:** Faculty have a broad background in Native American subjects; however, the principle areas of interest\expertise are Southeastern Tribes, particularly the so called Five Civilized Tribes; Plains Indians; and Mesoamerica.

**resources available:** Tahlequah is the historic capital of the Cherokee Nation of Oklahoma. The headquarters of the Cherokee Nation are located nearby. The Cherokee National Historical Society and the Cherokee Heritage Center are at Park Hill, about three miles south of Tahlequah. The Special Collections Division of the University Library contains extensive and well-maintained resources about the Five Civilized Tribes with a particular emphasis on the Cherokee Indians. The University supports an active chapter of the American Indian Science and Engineering Society and an American Indian scholars honors program. The Northeastern State University Center for Tribal Studies offers non-credit workshops about contemporary Indian issues, and an annual Indian Symposium is presented each spring on campus. The Office of Student Affairs sponsors a Native American Students Association. Native American Development Center. There are fieldwork opportunities for students in southwestern Oklahoma, as well as internships with historical societies and museums in northeastern Oklahoma. Immersive learning trips alternate between visiting Pueblos in New Mexico and Cherokee, North Carolina.

**financial aid available to students:** Contact: Director, Student Financial Services, Northeastern State University, Tahlequah OK 74464, (918) 456-5511 ext. 3456.

**number of students in program:** c. 20 majors.

**distance learning:** Core classes in the AIS major, as well as a number of electives, are online.

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## Northern Arizona University

**title of program:** Applied Indigenous Studies

- Applied Indigenous Studies, Bldg SBS West Building 70 Rm #100; (928) 523-6219

- <http://home.nau.edu/sbs/ais/>
- [AIS@nau.edu](mailto:AIS@nau.edu)

**name\title of head\director:** Karen Jarratt-Snider, Chair

**degree(s) granted:** B.A., B.S. in Applied Indigenous Studies; minors in Indigenous Health, Applied Indigenous Studies, and Tribal Public Administration; Graduate Certificate in Indigenous and Tribal Nationhood (online)

**description of program offerings:** The mission of Applied Indigenous Studies is to provide students with the knowledge and tools to contribute to the sustainability of indigenous communities in the 21st century. Using a curriculum to community approach, students in AIS are prepared to move from learning to action, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad. Our students gain skills in academic areas of critical need such as economic development, cultural resource management, traditional knowledge, policy articulation, and environmental studies, as well as learn how to apply those skills in such settings.

**areas of faculty interest\expertise:** Native nation-building, North American; Central American, and South American Indigenous history; Indigenous knowledge; political organization and federal/tribal legal relations; economic development; environmental and ecosystem management studies; cultural sustainability, Native Americans and athletics, comparative indigenous political movements and relations to state powers; language policy and education; health delivery and food systems; global indigeneity; tribal environmental management; Indigenous environmental justice.

**resources available:** Traditional Navajo Hogan, Native American Cultural Center, Native American Student Services, Commission for Native Americans, Center for American Indian Economic Development, Institute for Tribal Environmental Professionals, American Indians Science & Engineering Society (AISES), Native American Business Organization (NABO), Connecting Higher Education Indigenously (CHEI), and other student organizations.

**financial aid available to students:** Federal and state financial aid programs; tribal and university scholarships.

**number of students in program:** About 25 majors and dual majors, 35 minors. NAU has one of the largest enrollments of Native American students of any four-year university in the United States. NAU also boasts strong partnerships and collaborative programs with over 70 Native American tribes throughout the southwest and beyond.

**distance learning:** We offer distance learning options for all but one of our core courses.

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## University of Northern British Columbia

**title of program:** First Nations Studies

- 3333 University Way, Prince George, British Columbia V2N 4Z9; (250) 960-5595 or Fax: (250) 960-5545
- <http://www.unbc.ca/first-nations-studies>

**name\title of head\director:** Dr. Gary Wilson, Chair

**degree(s) granted:** M.A., B.A., 8 Certificates, 2 Diplomas.

**description of program offerings:** [See website.] FNST courses are also offered at UNBC's regional campuses: in Quesnel (Southern Region), Terrace and Prince Rupert and at Wilp Wilxo'oskwhl Nisga'a Institute (WWNI) in Gitwinksihlkw (Western Region).

**areas of faculty interest\expertise:** We have 5 tenure/tenure track faculty and approximately 5 adjunct faculty members and 4 sessional instructors some of whom are community members (Elders, et cetera). A full list of their areas of expertise is on our web site.

**resources available:** First Nations Centre, Northern Advancement Program; FNST undergrad student advisor April Tod; MA grad advisor, Dr. Dr. Agnes Pawlowska-Mainville.

**financial aid available to students:** Various scholarships, fellowships, and awards.

**number of students in program:** 14 M.A

**distance learning:** We are presently not offering distance learning.

## Northern Kentucky University

**title of program:** Native American Studies

- Nunn Drive, Highland Heights KY 41099; (859) 572-5259, fax 572-6086
- <https://inside.nku.edu/artsci/departments/sapdept/anthropology/undergraduate-programs/native-american-studies-minor.html>

**department in which housed:** Department of Sociology, Anthropology, and Philosophy

**name\title of head\director:** Douglas Hume, Program Advisor

**degrees granted:** B.A., B.S. w/ minor in Native American Studies.

**description of program offerings:** A variety of courses from the disciplines of anthropology (and archeology), English, history, religious studies, and sociology.

**areas of faculty interest\expertise:** Anthropology, archaeology, English, history, geography, sociology, religious studies, Cherokee, Shawnee, Ojibwa, Lakota Sioux, Coeur d'Alene, Blackfoot, Dine' (Navajo), Eyak, Aztec, Maya, North American and Mesoamerican prehistory and history, and Indians of the Ohio Valley.

**resources available:** Annual award to "Outstanding Native American Studies Student," First Nations Student Organization, Student Anthropology Society, annual trip to reservation in the Dakotas, annual archaeology field school at prehistoric Fort Ancient village site in KY, NKU Museum of Anthropology, Kentucky Native American Heritage Commission, Kentucky Center for Native American Art and Culture, Cincinnati Museum Center at Union Terminal, Cincinnati Art Museum, and nearby archaeological sites and exhibits.

**financial aid available to students:** Available through the University.

**number of students in program:** 9 Native American studies minors and 95 anthropology majors.

**distance learning:** Not at this time.

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## Northern Michigan University

**title of program:** Center for Native American Studies

- Northern Michigan University, 1401 Presque Isle Avenue, Marquette MI 49855; (906) 227-1397; fax (906) 227-1396
- <http://www.nmu.edu/nativeamericanstudies/>
- [cnas@nmu.edu](mailto:cnas@nmu.edu)
- The NMU Center for Native American Studies can also be found on Facebook and Flickr

**name\title of head\director:** April Lindala, Director and Associate Professor

**degrees granted:** A.A., B.A., M.A.

**description of program offerings:** With [plans of study](#) rooted in Great Lakes Indigenous (Anishinaabe) perspectives, the Center for Native American Studies at Northern Michigan University prepares students for futures in respectful tribal engagement, education and traditional arts, language learning, community and environmental work, research and academic pursuits within the discipline of Native American Studies ... the possibilities are endless!



Here we believe that "Minowaan'mewizing bmi'iyang maampii akiing" ("The gift is in the journey"), where the study of Native American knowledge, culture, and history becomes a journey of lifelong learning and reciprocity with Indigenous communities.

**areas of faculty interest\expertise:** Full time NAS faculty members include Martin Reinhardt, Ph.D. in Educational Leadership and Jud Sojourn, Ph.D. in Indigenous Studies. Additional contributing faculty members include Shirley Brozzo (MFA), Grace Chaillier (MFA), Aimee Cree Dunn (MA), KBIC Associate Judge Violet Friisvall (MPA), Valoree Gagnon, Ph.D., Patricia Killelea, Ph.D. in Native American Studies, Jamie Kuehnl (MA), and Leora Lancaster.

**resources available:** The NMU Center for Native American Studies oversees a resource room of books, journals, and videos. The NMU Center oversees an outdoor fire site for multiple purposes.

**financial aid available to students:** Michigan Indian Tuition Waiver (for qualified students); Bureau of Indian Affairs grants; Higher Education Grants from Tribes; Board of Trustees Grants, Triple A Scholarships; and King\*Chavez\*Parks Future Faculty Fellowships (for students enrolled in a M.A. or M.F.A. program). Work study and Pell grants are available for students who meet financial aid criteria.

**number of students in program:** Currently 14 NAS majors and 25 NAS minors. Approximately 325 students at NMU self-identify as American Indian (Fall 2018).

**distance learning:** NMU Global Campus and Native American Studies are striving to make classes are available online. Native American Studies offers multiple classes that utilize Zoom video as an option including Anishinaabe Language, Culture and Community.

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## Northland College

**title of program:** Native American Studies Department

- 1411 Ellis Ave., Ashland WI 54806; (715) 682-1204/1214
- <https://www.northland.edu/academics/undergraduate/na-studies/>

**name\title of head\director:** Kyle Bladow, program coordinator

**degrees granted:** B.A. Major and Minor

**description of program offerings:** Offers a major and minor in Native American and Indigenous Studies, with emphases in literature and media, gender studies, museum studies, and social justice.

**areas of faculty interest\expertise:** Indigenous environmental and traditional knowledge, history, literature, arts and media, land use, material culture, political activism, and Indigenous gender studies.

**resources available:** Three faculty members, including an Ojibwe language instructor; the Native American Student Association; the Indigenous Cultures Center; and the Native American Museum. Northland College is also within a 90-minute drive of six Ojibwe reservations, whose members include vital partners to the program.

**financial aid available to students:** Please visit <https://my.northland.edu/aid/finaid>.

**number of students in program:** [Information not provided]

**distance learning:** None currently.

## Northwest Indian College

**title of program:** Native Studies Leadership

- 2522 Kwina Rd., Bellingham, WA 98226; (360) 676-2772
- <http://www.nwic.edu/life-on-campus/degrees-and-certificates/bachelor-of-arts-in-native-studies-leadership/>

**name\title of head\director:** Lexie Tom, Ph.D., Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** The Native Studies Leadership Program is the journey to self-determination and reclaiming our cultural sovereignty. Traditional knowledge is our canoe. It moves us away from the western genre that has shaped and determined a false sense of “who we are” and towards our original identity – an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homelands.

**areas of faculty interest\expertise:** Political Science, History, Indigenous Research, and Contemporary Issues in Indian Country.

**resources available:** [information not provided]

**financial aid available to students:** Contact [financialaid@nwic.edu](mailto:financialaid@nwic.edu) / (360) 392-4206

**number of students in program:** [information not provided]

**distance learning:** Yes – see <http://www.nwic.edu/life-on-campus/distance-learning/>

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## Nueta Hidatsa Sahnish College

**title of program:** Native American Studies

- PO Box 490 / 220 College Dr, New Town ND 58763; (701) 627-4738
- <https://nhsc.edu/>

**department in which housed:**

**name\title of head\director:** Waylon Baker, Vice-President of Academics

**degree(s) granted:** B.A. Major

**description of program offerings:** The NAS program is an interdisciplinary program focused on the Indigenous peoples of the Americas with an emphasis on the Plains Indians, particularly the Mandan, Hidatsa, and Arikara. The curriculum provides an interdisciplinary and scholarly approach to Native American Studies from a Native perspective. The comprehensive program structure is designed to prepare students for employment within and outside their Native communities, to provide foundational courses for students continuing in Native American Studies or entering other disciplines, and to offer intellectually stimulating studies for student scholars and community members. The NAS program uses a variety of applicable college resources ranging from laboratories of the hard science to the philosophical discussions of research methodologies proposed by other departments.

**areas of faculty interest\expertise:** Native American Art, Federal Indian Law & Policy, Native American Literature, Traditional Plains Cultures, Native American Ecological Knowledge, Native American Environmental Issues and the Media, Hidatsa and Arikara languages.

**resources available:** American Indian Business Leaders (AIBL), the All Chiefs Society, American Indian Science Engineering Society (AISES), Horse Nation Student Club

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** Yes.

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## Oglala Lakota College

**title of program:** Lakota Studies

- 490 Piya Wiconi Road, Kyle SD; (605) 455-6000, fax (605) 455-2787
- [http://www.olec.edu/departments/lakota\\_studies.htm](http://www.olec.edu/departments/lakota_studies.htm)
- [support@olec.edu](mailto:support@olec.edu)

**name\title of head\director:** Karen Lone Hill, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** The Lakota Studies Department offers four degrees and a Lakota Language Certificate. The department also provides the focus for the entire college in maintaining a Lakota perspective. All students are required to take courses offered by the Lakota Studies Department in order to increase their knowledge of Lakota heritage and to prepare themselves for contributing to the continuation of the Lakota Oyate traditions and values. The department provide assistance to other departments, offers community workshops/forums, assists in the maintenance of materials relevant to tribal history and culture, and serve to help maintain the Lakota language. Courses within the Lakota Studies Department range across disciplines. They are taught according to accepted standards within the disciplines of art, music, language, literature, history, political science, psychology, sociology, science, and religion.

**areas of faculty interest\expertise:** Lakota Language, Lakota Oral Literature, Native American Psychology, Lakota Thought and Philosophy, Traditional Plants, Food, and Herbs, American Indian Women.

**resources available:** [information not provided]

**financial aid available to students:** See  
[http://www.olec.edu/student\\_services/fin\\_aid\\_links/scholar\\_links/olec\\_scholarships.htm](http://www.olec.edu/student_services/fin_aid_links/scholar_links/olec_scholarships.htm)

**number of students in program:** [information not provided]

**distance learning:** Yes.

## Ohio State University

**title of program:** American Indian Studies

- American Indian Studies, 455 Hagerty Hall, 1775 College Rd., Columbus OH 43210
- <http://americanindianstudies.osu.edu/>

**name\title of head\director:** Daniel Rivers, Director

**degree(s) granted:** Minor

**description of program offerings:** Ohio State University offers undergraduate and graduate courses in American Indian studies in the departments of English, Comparative Studies, History, Anthropology, and Art Education. An interdisciplinary center for the study of Ohio's ancient earthworks and Native heritage is at OSU-Newark. The Office of American Indian Student Services supports students at OSU and collaborates in developing initiatives. Native students are involved in a number of academic, activist, and social organizations.

**areas of faculty interest\expertise:** English, Comparative Studies, History, Anthropology, and Art Education

**resources available:** American Indian Student Services, American Indian Alumni Society, American Indian Council, AISES

**financial aid available to students:** Some.

**number of students in program:** [Information not provided.]

**distance learning:** We are finalizing our online program in Museum Education in the Art Education--it will be a Master online program with an emphasis in American Indian Studies.

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## University of Oklahoma

**title of program:** Native American Studies

- 860 Van Vleet Oval, Copeland Hall 235, Norman, OK 73019; (405) 325-2312
- <http://nas.ou.edu/>
- [nas@ou.edu](mailto:nas@ou.edu)

**name\title of head\director:** Amanda Cobb-Greetham, Chair

**degrees granted:** B.A., M.A., Joint M.A./J.D. With OU College of Law

**description of program offerings:** Since 1994, a vibrant and growing Native American Studies program has attracted and served students of diverse backgrounds and academic interests who are committed to using distinctly Native American perspectives to place the sovereignty of Native nations and the cultures of Native peoples at the center of academic study. The Native American Studies curriculum currently supports intensive study in three interrelated areas of emphasis that are synthetic and interdisciplinary in nature: Tribal Governance and Policy; Indigenous Media and Arts; and Language, History, and Cultural Knowledges. The curriculum is, at the same time, focused and flexible. Students are encouraged to combine areas of emphasis according to their own scholarly and

professional goals. Student may take courses in Cherokee, Choctaw, Kiowa, and Creek languages. BA and MA degrees are awarded through Native American Studies. In addition, students may pursue a joint MA/JD in Native American Studies and Law as well as a graduate certificate in American Indian Social Work. In the past twenty years, Native American Studies has awarded over 200 degrees; NAS alumni have distinguished themselves in a wide range of careers some of which include: tribal government, law, health policy, filmmaking and media, historic preservation, language revitalization, and education.

**areas of faculty interest\expertise:** Sovereignty, Law, and Policy, American Indian Education Policy, Contemporary Indigenous Media and Arts, Representation and Cultural Production, Religion and Spirituality, Gender and Sexuality.

**resources available:** American Indian students can take advantage of the American Indian Student Support Services which provides academic support, counseling, financial aid advisement, and sponsors student activities. There are 11 American Indian student associations on the OU campus. The University of Oklahoma located 20 miles south of Oklahoma City in Norman, is the flagship comprehensive university in the state. Oklahoma is home to 39 tribal nations, each of which has a distinctive culture, history, and government. OU is ideally situated to serve the educational needs of Native and non-Native students, providing a place for students to deepen their understanding of the unique political status of tribes and to examine the contemporary tribal issues, as well as tribal cultures and histories. OU is home to many significant Native resources including the Western History Collection, the Fred Jones Art Museum, the Sam Noble Museum of Natural History, the OU College of Law and American Indian Law Review, the Native American Language Program, the American Indian Institute, and the Jacobson House Art Center.

**financial aid available to students:** Information is available through OU Student Financial Center. 1000 Asp Ave, Buchanan Hall 105, Norman, OK 73019. 405-325-9000. <http://www.ou.edu/sfc>. Also, the American Indian Programs & Services, [http://www.ou.edu/studentlife/diverse\\_communities/american\\_indian\\_studentlife](http://www.ou.edu/studentlife/diverse_communities/american_indian_studentlife), within the Center for Student Life, provides assistance and referrals for financial aid: Oklahoma Memorial Union, Rm. 370. TEL (405) 325-3163.

**number of students in program:** 50

**distance learning:** No distance learning programs; some online courses.

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## Oklahoma State University

**title of program:** Native American Studies

- Oklahoma State University, Center for American Indian Studies, 104 Life Sciences East, Stillwater OK 74078; (405)744-1085
- [amis.okstate.edu](http://amis.okstate.edu)
- [AmericanIndian@okstate.edu](mailto:AmericanIndian@okstate.edu)

**name\title of head\director:** John M. Chaney, Ph.D., Director

**degrees granted:** Minor.

**description of program offerings:** Introduction to American Indian Studies; American Indian Sovereignty; American Indian Entrepreneurship; North American Indian Art & Cultures; Frontier and American Culture; Native American Literature; Readings in the American Experience; Mvskoke Language and Culture, Indians in America (History); Geography of Indian Country; Managing Diversity in the Workplace; Minority, Ethnic & Regional Psychology of Minorities; Minorities in American Politics; Religions of Native Americans; Exploration in Sociological Issues; Multicultural Psychology.

**areas of faculty interest\expertise:** American Indian anthropology, American Indian literature, American Indian law & sovereignty, American Indian history, contemporary and historical American Indian education, American Indian psychology, American Indian religions, American Indian entrepreneurship.

**resources available:** Center for American Indian Studies (AMIS), Native American Faculty and Staff Association (NAFSA), Native American Students Association (NASA), American Indians in Science and Engineering (AISES), Native Americans in the Biological Sciences (NABS), American Indians Into Psychology (AIIP).

**financial aid available to students:** Out-of-state tuition waiver for Native American students (must maintain a 2.5 GPA or higher); Native American Faculty and Staff Scholarship(s); American Indians Into Psychology undergraduate and graduate scholarships.

**number of students in program:** 1,400 on campus as of September 5, 2012

**distance learning:** no

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## University of Oregon

**title of program:** Native American Studies Program

- Native American Studies Program, Ethnic Studies Department, 818 E. 15th Ave, 5268 University of Oregon, Eugene, OR 97403-5258 ; (541)346-0900
- <http://nativestudies.uoregon.edu>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Brian Klopotek, Academic Advisor

**degree(s) granted:** Minor in Native American Studies

**description of program offerings:** Wide range of interdisciplinary and disciplinary classes in NAS.

**areas of faculty interest\expertise:** Federal Recognition of Indian Tribes; Tribal Sovereignty; Indigenous Education; Cherokee Nationalist Literature; Native Theater; Hawaii; Gender and Sexuality; Performance; Race and Indigeneity; Lakota History; Native history/ethnohistory; Louisiana Indians; Genocide; Media Studies; Cinema Studies; Native Environmental Studies; Black/Indian Relations; Settler Colonialism; Linguistics; Sahaptin Language; Chinuk Wawa; Native American Philosophy; Archaeology; Ethnography.

**resources available:** Native American Student Union (NASU) (<http://pages.uoregon.edu/asuonasu/>); annual Mother's Day celebration and pow-wow (<http://oei.uoregon.edu/45th-annual-mothers-day-pow-wow>); Many Nations Longhouse (<http://calendar.uoregon.edu/ManyNationsLonghouse#.U81h8Pkuh5E>); Northwest Indian Language Institute (<http://pages.uoregon.edu/nwili/>); academic resources and cultural support for Native American students through the Center for Multicultural Academic Excellence (<http://cmae.uoregon.edu/>), the Office of Equity and Inclusion (<http://oei.uoregon.edu/>), and TriO (<http://tlc.uoregon.edu/programs.html>) programs; The College of Education's Sapsik'walá Project (<https://education.uoregon.edu/program/sapsikwala-project>); Native American Law Students Association (<http://law.uoregon.edu/org/nalsa/>); The Bridge of the Gods Summer Academy (<http://oei.uoregon.edu/content/bridge-gods-summer-academy-bogsa>); Native Opportunities (<http://opportunities.uoregon.edu/native-opportunities/>) program; UO Connections (<http://admissions.uoregon.edu/visit/connections.htm>).

**financial aid available to students:** standard federal programs; Diversity Excellence Scholarship ([http://financialaid.uoregon.edu/diversity\\_excellence\\_scholarship](http://financialaid.uoregon.edu/diversity_excellence_scholarship)); the UO offers in-state tuition to all members of the tribes and bands that have a historic relationship to the land that became Oregon regardless of their current state of residence, a savings of nearly \$20,000 (<http://admissions.uoregon.edu/freshmen/residency/tribes>).

**number of students in program:** 10-15 (the number of Native students at the UO is much higher).

**distance learning:** no

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## University of Ottawa

**title of program:** Études Autochtones/Aboriginal Studies Program (EAS)



- Institute of Canadian and Aboriginal Studies, William Commanda Building, 52 University, Ottawa ON Canada K1N 6N5; (613) 562-5111, fax (613) 562-5216
- <http://arts.uottawa.ca/canada/en>
- [iecasec@uottawa.ca](mailto:iecasec@uottawa.ca)

**name\title of head\director:** Timothy Stanley, Interim Chair

**degree(s) granted:** B.A. major and minor

**description of program offerings:** See website.

**areas of faculty interest\expertise:** history, religion, environment, law, geography, Metis studies, Indigenous pedagogy.

**resources available:** Mashkawaziwogamig: Indigenous Resource Centre, Aboriginal Studies Students' Association

**financial aid available to students:** See university website.

**number of students in program:** 60

**distance learning:** no

## University of Pennsylvania

**title of program:** Native American & Indigenous Studies

- c/o Margaret M. Bruchac, Department of Anthropology, University of Pennsylvania, Penn Museum, Room 416, 3260 South Street, Philadelphia PA 19104; (215) 898-6989
- <https://nais.sas.upenn.edu/>
- [mbruchac@sas.upenn.edu](mailto:mbruchac@sas.upenn.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Dr. Margaret M. Bruchac, Coordinator

**degree(s) granted:** B.A. minor in Native American & Indigenous Studies; Graduate Study in NAIS

**description of program offerings:** The Native American and Indigenous Studies Initiative at the University of Pennsylvania coordinates NAIS studies with more than 19 faculty teaching more than 35 courses across 12 departments (including Anthropology, Art History, Education, Folklore, History, Law, Linguistics, Religious Studies, etc.) and four different schools (Education, Nursing, Law, and the School of Arts and Sciences).

The NAIS Minor is inter-disciplinary, requiring courses from at least three different departments. A number of new NAIS courses are currently in development. See: <http://nais.sas.upenn.edu/native-american-indigenous-studies-courses>. NAIS graduate students at UPenn include Indigenous scholars (members of Native American, First Nations, or other Indigenous nations) working with their home communities or with other Indigenous peoples, and non-Native scholars collaborating with Indigenous communities. For example: education students have assisted with language restoration projects in Pennsylvania, Peru, Bolivia, and Ecuador; nursing students work with practitioners of traditional Cherokee medicine and with impoverished western reservation communities; anthropology students collaborate with Mayan, Australian Aboriginal, Southwestern Pueblo, Northeastern Algonkian, and Canadian Haudenosaunee communities, among many others. See: <https://nais.sas.upenn.edu/nais-research-resources-penn>.

**areas of faculty interest\expertise:** Dr. Margaret M. Bruchac (Anthropology); Dr. Eugene Buckley (Linguistics); Dr. Clark Erickson (Anthropology); Dr. Wendy Grube (Nursing); Dr. Nancy H. Hornberger (Education); Dr. Megan Kassabaum (Anthropology); Dr. Richard Leventhal (Anthropology); Dr. Timothy Powell (Religious Studies); Catherine Struve, J.D. (Law); Dr. Daniel Richter (History); for links to all of the above faculty, see: <https://nais.sas.upenn.edu/native-american-indigenous-studies-faculty-penn>.

**resources available:** The University of Pennsylvania Museum of Archaeology and Anthropology (Penn Museum) offers a wide variety of collections, exhibits, archives, and other resources for study. (<http://www.psu.edu/visitors-and-neighbors/museums>). The Penn Museum's newest exhibition---"Native American Voices: The People-Here and Now"---challenges common stereotypes and explores the issues of language loss and revitalization, identity, representation, and on-going political activism in support of sovereignty and self-determination (<http://www.penn.museum/sites/nativeamericanvoices/>). The Penn Cultural Heritage Center (<http://www.pennchc.org/page/>) is dedicated to expanding awareness and promoting discussion and debate about the complex issues surrounding the world's endangered cultural heritage; the Center also works to stop the illicit movement of antiquities, and offers opportunities for fieldwork with Indigenous communities in North American, Central America, and Latin America. Penn's NAIS faculty are also forging knowledge-sharing partnerships with First Nations communities, academic institutions, and cultural heritage organizations. Examples include: the Digital Repatriation Project at the American Philosophical Society; the Indigenous Knowledge Centre at Ohsweken, Six Nations Ontario; the Hiawatha Institute for Indigenous Knowledge, at Syracuse University, New York; and the Great Lakes Research Alliance for the Study of Aboriginal Arts and Culture in the US and Canada. See: <https://nais.sas.upenn.edu/nais-research-resources-penn>.

**financial aid available to students:** Although there is no specific financial aid dedicated to NAIS, the University of Pennsylvania does offer a wide range of financial aid. Undergraduate student applicants should contact Financial Aid at Penn at: <http://www.admissions.upenn.edu/costs-financial-aid/financial-aid-at-penn> Graduate

students typically receive a multi-year package from a specific program or department. For more information, see: [http://www.upenn.edu/provost/graduate\\_admissions/finance/](http://www.upenn.edu/provost/graduate_admissions/finance/) Students at Penn can also apply for internships and field research funding through the Department of Anthropology, the Center for Undergraduate Research Funding, the Penn Cultural Heritage Center, and other specialized opportunities on campus.

**number of students in program:** 5-10 undergraduates; 4-5 graduate students at any given time.

**distance learning:** No.

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## Portland State University

**title of program:** Indigenous Nations and Native American Studies

- P. O. Box 751, Portland OR 97207 mail code XSB-NAS; 503-725-5920, fax 503-725-3953
- <http://www.pdx.edu/nas/>
- tva2@pdx.edu

**name\title of head\director:** Theodore Van Alst, Director

**degree(s) granted:** Major, Minor

**description of program offerings:** PSU's Indigenous Nations Studies (INS) Program was inaugurated in 2004 and presently offers a Minor in Indigenous Nations Studies. INS is an interdisciplinary program with coursework drawn from Anthropology, Art, English, History, Linguistics, Political Science, and other departments and schools. The substantive focus of this curriculum is the histories and cultures of American Indians, Alaska native, and Native Hawaiians. The minor is meant to serve three primary constituencies: students who have a serious academic interest in Native Americans and who wish to combine the study of Native Americans with their major; students who plan careers in Indian or native affairs; and students who have a nascent interest in Native Americans and wish to fulfill their general education requirements with courses in this area. This program prepares students to work for tribal governments and native-oriented organizations as professionals, or as informed professionals in organizations not specifically dedicated to native issues, but which interact with tribal governments on a government-to-government or business basis.

**areas of faculty interest\expertise:** [See above]

**resources available:** Native American Student and Community Center; AISES and UISHE chapters; Native American Student Services advisor; American Indian Urban Teacher Program.

**financial aid available to students:** [contact Portland State University]

**number of students in program:** approximately 40

**distance learning:** no

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## Purdue University

**title of program:** Native American and Indigenous Studies

- Purdue Native American Educational and Cultural Center, 903 5th St, West Lafayette, IN 47906; (765) 494-4540, fax (765) 494-9777
- <http://www.purdue.edu/naecc/academics/minor.html>
- [naecc@purdue.edu](mailto:naecc@purdue.edu)

**department in which housed:** School of Interdisciplinary Studies

**name\title of head\director:** Nancy J. Peterson, Head

**degree(s) granted:** Minor

**description of program offerings:** The Native American and Indigenous Studies (NAIS) minor, offered by the College of Liberal Arts is an interdisciplinary and interdepartmental minor that focuses on the history, cultures, religions, languages, arts, and literatures of American Indians of the Americas. Participating departments include History, Anthropology, English, and Linguistics. The NAIS Program exposes students to arts, cultures, histories, and literatures beyond the dominant narratives of western European culture and its legacy. A minor in NAIS can open doors to new and different ways of viewing the world, new approaches to the environment and science, new concepts in history, politics, and religion, new ways of telling stories, of maintaining families and cultures, and even perceptions of time and space.

**areas of faculty interest\expertise:** Native American and Indigenous history; archaeometallurgy; decolonizing and collaborative methodologies; contemporary American literature and culture; indigenous, endangered and minority languages.

**resources available:** American Indian Science and Engineering Society (AISES), Native American Student Association, Society for Advancement of Chicanos and Native Americans in Science, Hawaii Club.

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Queen's University

**department in which housed:** Languages, Literatures and Cultures

**title of program:** Indigenous Studies

- Department of Languages, Literatures and Cultures, Kingston Hall 416, 103 Stuart St., Kingston ON, K7L 3N6 Canada; (613) 533-2072, fax (613) 533-6496
- <https://www.queensu.ca/llcu/academics/academic-plans/indigenous-studies>
- [llcu@queensu.ca](mailto:llcu@queensu.ca)

**department in which housed:** Languages, Literatures and Cultures

**name\title of head\director:** Donato Santeramo, Head of Department

**degree(s) granted:** BA minor/ general

**description of program offerings:** A minor Plan in Indigenous Studies is an interdisciplinary degree, designed to draw together a range of course offerings on Indigenous history, culture, experience, language and ways of knowing from 14 departments within Arts and Science. This Plan will give both Aboriginal and non-Aboriginal students the opportunity to immerse themselves in Indigenous history and culture, to ensure that future leaders and policymakers have a solid foundation in the histories of First Nations, Métis and Inuit Peoples. Students expand their knowledge and understanding of Indigenous cultures, while developing professional skills such as innovative Indigenous approaches to learning and research to work with Aboriginal communities.

**areas of faculty interest\expertise:** Indigenous Studies.

**resources available:** Four Directions Aboriginal Student Centre, Aboriginal Studies library collection.

**financial aid available to students:** Available, contact Registrar Office and/or Four Directions Aboriginal Student Centre.

**number of students in program:** 39

**distance learning:** No.

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## St. Cloud State University

**title of program:** American Indian Studies Minor

- Ethnic Studies Department, 720 Fourth Avenue South, St. Cloud MN 56301; (320) 308-4928
- <https://www.stcloudstate.edu/programs/american-indian-studies/default.aspx>

**department in which housed:** Ethnic and Women Studies

**name\title of head\director:** Jeanne Lacourt, AIS Advisor [[jalacourt@stcloudstate.edu](mailto:jalacourt@stcloudstate.edu)]

**degree(s) granted:** Minor

**description of program offerings:** The Department of Ethnic Studies at St. Cloud State offers minors in Ethnic Studies, African American Studies, American Indian Studies, Asian Pacific American Studies, and Chicano/a Studies. Coming soon: Ethnic Studies Major.

**areas of faculty interest\expertise:** See above minor offerings.

**resources available:** Multicultural Student Services; Multicultural Resource Center; American Indian Center; Richard Green House; Movimiento Estudiantil Chicano/a de Atzlan (MEChA); All Tribes Council (ATC)

**financial aid available to students:** Yes.

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

## St Lawrence University

**title of program:** Native American Studies

- 21 Romoda Drive, Canton, New York 13617
- <http://www.stlawu.edu/native-american-studies>

**name\title of head\director:** Melissane Parm Schrems, Coordinator

**degree(s) granted:** B.A. Minor

**description of program offerings:** We have courses in anthropology, biology, English, environmental studies, global studies, government, history, performance & communication arts, and philosophy.

**areas of faculty interest\expertise:** [As above.]

**resources available:** Advisory Board for the Native American Studies Program (faculty/staff); Center for Diversity and Social Justice; First Peoples Students Alliance (student organization).

**financial aid available to students:** yes.

**number of students in program:** 0

**distance learning:** [information not provided]

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## College of St. Scholastica

**title of program:** American Indian Studies

- 1200 Kenwood Ave., Duluth MN 55811-4199; (218)723-6170
- <http://www.css.edu/academics/school-of-arts-and-letters/undergraduate-areas-of-study/american-indian-studies.html>

**department in which housed:** Department of History and Politics

**name\title of head\director:** Michael Sullivan, Program Director

**degrees granted:** B.A. minor.

**description of program offerings:** The American Indian Studies program, within the Department of History and Politics, provides opportunities for St. Scholastica students to study history, contemporary developments, tribal cultures, language and to interact with Indian professionals and peers.

The American Indian Studies minor is a 24-credit semester program designed to complement programs in a variety of different majors. The objectives of the major are: (1) to promote awareness and understanding of the history, culture, and philosophy of American Indians; (2) to recognize the different life experiences of American Indians; and (3) to improve the ability of students to integrate this knowledge with their future careers.

The Social Work and American Indian Studies programs have also collaborated to design a course of study that builds on traditional social work methods with specific knowledge about American Indians. The student is prepared more fully to understand the uniqueness of social work practice and American Indians through the study of cultural, social, and political problems that face American Indians. The beginning social work practitioner learns to be sensitive and skillful in intervention with individuals, groups, families, and large systems of this population.

**areas of faculty interest\expertise:** Social work, art, American Indian women, Ojibwe language and music.

**resources available:** A special center, the Indian Cultural and Resource Center, serves as the nucleus of the various Indian programs and activities. Indigenous Student Alliance Club is the students' club and involves itself in such activities as Indian Awareness Week, fund-raising, peer advising, and community outreach.

**financial aid available to students:** The Indian Scholarship Program is offered by the U.S. Bureau of Indian Affairs, often in cooperation with state education departments, for individuals of American Indian descent who meet eligibility requirements. The College also offers one additional scholarship for Indian students.

**number of students in program:** 12

**distance learning:** no

## St. Thomas University

**title of program:** Native Studies

- Program in Native Studies, St. Thomas University, Fredericton, New Brunswick E3B 5G3; (506) 460-0366
- [http://w3.stu.ca/stu/academics/departments/native\\_studies/](http://w3.stu.ca/stu/academics/departments/native_studies/)
- [granter@stu.ca](mailto:granter@stu.ca)

**name\title of head\director:** Roland Chrisjohn, Chair

**degree(s) granted:** B.A.

**description of program offerings:** Native language education; history; law; politics; social sciences; from an historical and materialist perspective.

**areas of faculty interest\expertise:** Native language immersion, Maritime history, constitutional law, land rights, Métis rights, suicide, racism, genocide, public health, colonialism, activism.

**resources available:** [information not provided]

**financial aid available to students:** Counselling services available to explore possibilities.

**number of students in program:** 30+

**distance learning:** Yes, in limited, specific areas.



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## San Diego State University

**title of program:** Department of American Indian Studies

- 5500 Campanile Drive, San Diego CA 92182; (619)594-6991
- <https://ais.sdsu.edu/>

**name\title of head\director:** David Kamper, Chair

**degrees granted:** B.A. Major and Minor

**description of program offerings:** A lower division course, American Indian Heritage, and upper division courses including American Indian Oral Literature, Federal Indian Law, Survey of Indian Languages, American Indian Women in American Society, American Indian Political Experience, Indian Peoples of California, American Indian Poetry and Fiction, American Indians Through Film and Television, American Indian History, Roots of Indian Tradition, American Indian Contemporary Issues, Historical, Cultural and Political Context of Tribal Gaming, American Indian Identity, Environmental Management, and Special Study.

**areas of faculty interest\expertise:** Federal Indian Law, American Indian history, American Indian languages, contemporary issues, tribal economic development, American Indian political issues, American Indian literature and American Indian religion, Tribal Governmental Gaming, cultural studies.

**resources available:** Native American Student Alliance, Elymash Yuuchaap Indigenous Scholars and Leaders Program, American Indian Recruitment and Mentoring Program, Sycuan Institute on Tribal Gaming, Community Relations Working Group; 18 reservations in San Diego County.

**financial aid available to students:** Only emergency financial aid.

**number of students in program:** 20-30

**distance learning:** Several classes are offered online, including American Indian Heritage, Written Communication, Expository Writing, US History from an American Indian Perspective, American Indian Contemporary Issues, and American Indian Identity.

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## San Francisco State University

**title of program:** Department of American Indian Studies

- 1600 Holloway Avenue, San Francisco, CA 94132; (415) 405-3928 / fax (415) 405-0496
- <http://sfsuais.sfsu.edu/>
- [aismain@sfsu.edu](mailto:aismain@sfsu.edu)

**name\title of head\director:** Robert Keith Collins, Chair

**degrees granted:** B.A. Major and Minor in AIS, AIS as part of a special major, AIS as an emphasis in the M.A. in Ethnic Studies.

**description of program offerings:** The department's educational mission and objectives have a special responsibility to Native peoples of California and the United States. California is the land on which the university and department rests; CSU is a public institution in the United States education system. Therefore, significant aspects of the program and curriculum are focused on Natives of California, US-Native politics, and North American Indian cultures with the aim of preparing students to work with Native groups and urban communities in California and the United States. The program also includes a comparative perspective and coalitional politics with Native peoples of U.S. occupied territories and more broadly within the Americas and the Pacific. It balances classroom education with an active community participatory learning component. Therefore, it best prepares students for going on to do graduate work or a number of different careers with Native peoples in not only California but internationally.

**areas of faculty interest\expertise:** American Indian law and politics; California Indian Studies; creative arts and the humanities; science, health, and the environment; community participatory learning. Faculty: Joanne Barker, Robert Keith Collins, Clay Dumont (affiliated), Andrew Jolivé, Phil Klasky, Melissa Nelson, John-Carlos Perea and Kathy Wallace.

**resources available:** Student Council of Intertribal Nations (student organization)

**financial aid available to students:** Jacques Johnet Scholarship for American Indians

**number of students in program:** 50 declared Minors; Major being implemented in 2007-08.

**distance learning:** [information not provided]

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## University of Saskatchewan

**title of program:** Indigenous Studies

- Dept. of Indigenous Studies, 142 Kirk Hall, 117 Science Place, University of Saskatchewan, Saskatoon, SK S7N 5C8; (306) 966-6209, fax (306) 966-6242
- <http://artsandscience.usask.ca/indigenousstudies/>

- [indigenous.studies@usask.ca](mailto:indigenous.studies@usask.ca)

**name\title of head\director:** Robert Innes, Graduate Chair

**degrees granted:** B.A.; B.A. Honours; M.A.; Ph.D.

**description of program offerings:** As an emergent discipline, Indigenous Studies is still in a formative stage. During its foundational era, Indigenous Studies has drawn heavily on a number of long-established disciplines, in particular Anthropology and History, and it has only just begun to take shape as an independent field of study. One sign of this evolution is the increasing number of tenure-track faculty and sessional instructors, who are Indigenous Studies graduates and specialists, as opposed to academics drawn from other fields of scholarship. From its multi-disciplinary foundation, Indigenous Studies is progressively acquiring an independent and unique basis for its teaching and research. Therefore, Indigenous Studies can no longer be accurately considered simply as a prescribed, interdisciplinary program, it is an evolving stand-alone field of enquiry that has, at its core, the sole focus of Aboriginal society and societies. Indigenous Studies is bounded only by the extent of Aboriginal society and societies and not by a parent discipline, or a single methodology or ideology. Another significant difference between Indigenous Studies and other disciplines is that other disciplines tend to examine Aboriginal societies exogenously, whereas Indigenous Studies attempts to understand them from within. Indigenous Studies holds that Aboriginal collectivities are unique localised social entities, who to be fully understood need to be considered in a national context and as integral to the global mosaic of Indigenous Peoples.

From this basis, Indigenous Studies at the University of Saskatchewan actively supports the promotion and definition of Indigenous Studies as an independent field of study that has at its core the scholarly enquiry into Aboriginal society and societies. The Department of Indigenous Studies seeks to provide an intellectual milieu where teaching and research are well grounded in the priorities and knowledge of Saskatchewan's Aboriginal communities, all the while placing them within the larger fabric of the Canadian Aboriginal experience and the emergent global, social phenomenon of indigeneity. Researchers and students in Indigenous Studies at the University of Saskatchewan explore and seek to understand the fundamental nature of Aboriginal society. As a centre of academic inquiry based on sound pedagogical and research principles, the Department of Indigenous Studies is striving to develop more expansive and innovative views on Indigenous Knowledge, going well beyond simple binaries like juxtaposing Indigenous knowledge in opposition to Western scholarship. Rather the Department has taken on the more challenging task of demanding excellence in conventional scholarship in addition to developing new and culturally appropriate methodologies and theories sourced in the Aboriginal life.

**areas of faculty interest\expertise:** The department has ten faculty members. Our areas of specialization include Indigenous health policies and administration; Indigenous political engagement and governance; northern development; contemporary kinship; intergenerational Indigenous feminisms; Indigenous feminist legal studies; Indigenous masculinities; Indigenous food sovereignty; Indigenous environmental management and

disaster risk reduction; Indigenous knowledge; anti-colonial research; transdisciplinary research methods and theory; and Cree language.

**resources available:** Aboriginal Students' Centre; National Native Access Program to Nursing (NNAPN); Indian Teacher Education Program (ITEP); Saskatchewan Urban Native Teacher Education Program (SUNTEP); Aboriginal Student Achievement Program (ASAP).

**financial aid available to students:** Good.

**number of students in program:** over 2000 students in courses, with between 35 - 50 majors, 5 M.A, 8 Ph.D.

**distance learning:** The department currently offers two courses online as well as multiple courses in rural and northern communities. For more information contact the Distance Education Unit (DEU) at <http://www.usask.ca/programs/colleges-schools/distance-education-unit/index.php>.

## Simon Fraser University

**title of program:** First Nations Studies

- The Department of First Nations Studies, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, V5A 1S6; (778) 782-4774
- <http://www.sfu.ca/fns/programs.html>
- [first\\_nations@sfu.ca](mailto:first_nations@sfu.ca)

**name\title of head\director:** Dr. Deanna Reder, Chair

**degree(s) granted:** Major program leading to a BA or Minor to complement a BA (with a Major, Joint Major, or with another Minor at the University).

**description of program offerings:** Major program leading to a BA in the Faculty of Arts and Sciences.

**areas of faculty interest\expertise:** Indigenous Perspectives on History and Public Policy; Indigenous Literatures; Archaeology; Indigenous arts and technologies, environmental Justice and Activism; Indigenous Perspectives on Sexuality and Gender; ethnobotany, ethnozoology, linguistics and First Nations language revitalization.

**resources available:** Office for Aboriginal Peoples; First Nations Students Association; Indigenous Students Centre.

**financial aid available to students:** See the SFU Financial Aid and Awards website - <http://www.sfu.ca/students/financialaid.html>.

**number of students in program:** n/a

**distance learning:** Two courses currently offered via distance education (1 lower division, 1 upper division).

## Sitting Bull College

**title of program:** Native American Studies

- Fort Yates Campus, 9299 Hwy 24, Fort Yates ND 58538; (701) 854-8000, fax (701) 854-3403
- <https://sittingbull.edu/>
- [info@sittingbull.edu](mailto:info@sittingbull.edu)

**name\title of head\director:** Michael Moore

**degree(s) granted:** B.A. Major

**description of program offerings:** The institutional mission of Sitting Bull College reads as follows: “Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.” The Bachelor of Arts in Native American Studies helps fulfill Sitting Bull College’s institutional mission by helping students not only learn and understand Ocethi Sakowin culture, values and language, but also by helping students apply such knowledge as a means of overcoming the challenges that our communities face today.

**areas of faculty interest\expertise:** Ochethi Sakowin Language; Ochethi Sakowin Tradition, Philosophy, and Spirituality; Native Sovereignty & Decolonization; Ochethi Sakowin Social & Kinship Systems.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

# Smith College

[See listing for **Five Colleges, Inc.**]

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## University of South Dakota

**title of program:** Native American Studies

- East Hall 301, 414 East Clark Street, Vermillion SD 57069; (605)677-5209
- <http://www.usd.edu/arts-and-sciences/native-american-studies/undergraduate>
- [nativestudies@usd.edu](mailto:nativestudies@usd.edu)

**name\title of head\director:** Elise Boxer, Program Coordinator

**degrees granted:** B.A. major and minor; B.A. with optional specialization available in Lakota Language

**description of program offerings:** Native American Studies offers a program of study grounding students in the fundamentals of the discipline as well as preparing them for the challenges that are unique to Native Peoples and Native Country, including the nation-to-nation relationship that exists between Native Peoples and modern states and non-state actors. The program is flexible enough for students to explore questions of major interest, to allow opportunities for meaningful undergraduate research, and to engage questions unique to Native Country through special topics courses. The program also includes specialization options in both Oceti Sakowin Oyate Studies (People of the Seven Council Fires, more commonly known as the Dakota/Lakota/Nakota people) and Lakota language.

**areas of faculty interest\expertise:** Historical and contemporary Lakota religion and ritual; ethnohistory; colonialism and indigenous identity; language.

**resources available:** South Dakota Oral History Center, Institute for American Indian Studies, Native American Cultural Center, and Tiospaye U. (student organization). The Native Studies program is also geographically located near the following Native homelands: Omaha, Ho Chunk, and Oceti Sakowin Oyate (Santee Sioux, Flandreau Sioux, Yankton Sioux, Lower Brule Sioux, Crow Creek Sioux, Upper Sioux, Lower Sioux, Shakopee Sioux, Prairie Island Sioux, Oglala Sioux, Rosebud Sioux, Cheyenne River Sioux, Standing Rock Sioux, Sisseton Wahpeton Dakota, and Spirit Lake Sioux). The program is located near the following Native colleges and universities: Sinte Gleska University, Oglala Lakota College, Sitting Bull College, Sisseton Wahpeton College, Cankdeska Cikana Community College, United Tribes Technical College, Nebraska Indian Community College, and Little Priest Tribal College.

**financial aid available to students:** Undergraduate scholarships.

**number of students in program:** 12

**distance learning:** no

## South Dakota State University

**title of program:** American Indian Studies Program

- South Dakota State University, College of Arts and Science, NAF 251 Brookings, SD 57007; (605)688-6236
- <http://www.sdstate.edu/american-indian-student-center/american-indian-studies-program>

**name\title of head\director:** Sarah Hernandez, Coordinator

**degree(s) granted:** Major and minor

**description of program offerings:** This is an interdisciplinary program with courses from nine different academic disciplines and a distinctive AIS course, Introduction to American Indian Studies. Courses from the following disciplines are included: Anthropology, English, Geography, History, Languages (Lakota -- 4 semesters available), Philosophy, Political Science, Religion, and Sociology.

**areas of faculty interest\expertise:** American Indian cultures, particularly Plains and D/L/Nakota cultures; American Indian literature of the past and present; Geography of the American Indians; History of American Indians and History of the American West; Lakota language; American Indian Philosophy; Tribal Governments and Politics; American Indian Religions; American Indians and Intergroup Relations.

**resources available:** Native American Advisor; Native American Club; Native American Advisory Committee (faculty, staff, and student membership -- provides recommendations for support and other services); library holdings, including videotapes of relevance to American Indians; 2 + 2 + 2 program linking tribal high schools, tribal colleges, & SDSU agricultural and consumer and family science programs.

**financial aid available to students:** In addition to the usual scholarships, workstudy, Pell grants, etc., funds for tutoring and emergency needs are available.

**number of students in program:** approximately 20-30.

**distance learning:** [information not provided]

## Southeastern Oklahoma State University

**title of program:** Native Studies Minor

- Southeastern Oklahoma State University, Dept. of Behavioral Sciences, PMB Box 4104, Durant OK 74701-0609; (580) 745-2376
- <http://homepages.se.edu/native-studies/>

**name\title of head\director:** Lauren Rowland, Director of Native American Institute

**degree(s) granted:** Minor

**description of program offerings:** Minor only

**areas of faculty interest\expertise:** Multicultural and Diverse issues, Assessment.

**resources available:** Annual Native American Symposium, Native American Student Visitation Day, Native American Student Council.

**financial aid available to students:** Harvey Foundation Scholarships, numerous scholarships for teacher education.

**number of students in program:** Common majors related to the Native Studies Minor include business, education and psychology. These major programs are consistently listed among the top 10 producers of Native American graduates each year by *Diverse Issues in Higher Education*.

**distance learning:** Yes.

## Southern Illinois University-Carbondale

**title of program:** Native American Studies

- 1263 Lincoln Drive, Carbondale IL 62901-6899; (618) 453-2121
- <http://cola.siu.edu/academics/undergraduate/native-american-studies/>

**department in which housed:** History

**name\title of head\director:** Gray H. Whaley, NAS Advisor & Contact person

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies minor is interdisciplinary, designed to provide undergraduates with an enhanced understanding of the culture, history, language, literature, and arts of Native Peoples of the Americas. The



minor consists of a minimum of 18 hours that are to be selected from the university's offerings on these topics and organized to reflect each individual student's interests.

**areas of faculty interest\expertise:** Peoples and Cultures of South America, Peoples and Cultures of the Native Southwest, Contemporary Native American Art, Pre-Columbian Art, Folktales and Mythology, American Indians and U.S. Empire.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Southern Illinois University Edwardsville

**title of program:** Native American Studies

- Department of Anthropology, Southern Illinois University Edwardsville, Edwardsville IL 62026-1451; (618) 650-2157
- <http://www.siu.edu/artsandsciences/nativeamericanstudies/>
- [julzimm@siue.edu](mailto:julzimm@siue.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Julie Zimmermann, Coordinator

**degree(s) granted:** Minor

**description of program offerings:** The interdisciplinary minor in Native American Studies consists of courses from anthropology, art, history, and philosophy..

**areas of faculty interest\expertise:** native cultures/material culture of the Great Lakes; Cherokee and Southeastern US ethnohistory; native North Pacific Coast songs, oral tradition, and philosophy; archaeology of native Illinois, the Midwestern US, and Mesoamerica; native North American art.

**resources available:** Service Learning projects, Museum Internships, and Undergraduate Research Scholarship opportunities.

**financial aid available to students:** Scholarships include the Johnetta Haley Scholarship.

**number of students in program:** 12

**distance learning:** no

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## Southern Oregon University

**title of program:** Native American Studies

- 1250 Siskiyou Blvd., Ashland OR 97520
- <https://sou.edu/academics/native-american-studies/programs/native-american-studies-minor/>
- [colleyb@sou.edu](mailto:colleyb@sou.edu)

**name\title of head\director:** Dr. Brook Colley, Chair

**degree(s) granted:** minor, certificate

**description of program offerings:** Interdisciplinary courses in participating departments: Anthropology, Psychology, Sociology, Social Science, History, English, Environmental Studies, History, and Youth Programs.

**areas of faculty interest\expertise:** Native American cinema(s), federal law and policies, Oregon tribes, Queer Indigenous Studies, Youth collegiate preparation summer program, Theater, and Wellness.

**resources available:** Native American Student Union, Resource Library, Full Publications and Native American Digital Archives.

**financial aid available to students:** Diversity Scholarship

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Southwest Minnesota State University

**title of program:** Indigenous Nations and Dakota Studies

- SS 103, Southwest Minnesota State University , 1501 State St., Marshall MN 56258; (507) 537-6224, fax (507) 537-6115
- <http://www.smsu.edu/academics/programs/americanindiandakotastudies/index.html>
- [socialscience@smsu.edu](mailto:socialscience@smsu.edu)

**department in which housed:** Social Science

**name\title of head\director:** Michele Sterner, Associate Director

**degree(s) granted:** Minor

**description of program offerings:** Indigenous Nations and Dakota Studies (INDS) promotes knowledge and awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. The program will study native cultures in general and with a special emphasis on the Dakota and Lakota people of the region. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from disciplines such as sociology, history, religious studies, anthropology, literature, and art. The INDS minor will serve both native and non-native students by broadening their knowledge of traditional and modern native history and culture. Besides work in traditional classes, students in the minor will participate in an immersive practicum involving area native communities.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Stanford University

**title of program:** Native American Studies, Center for Comparative Studies of Race and Ethnicity

- Main Quad, Building 360, Stanford University, Stanford CA 94305; (650)723-8449
- <http://nas.stanford.edu/>
- [ccsreinfo@stanford.edu](mailto:ccsreinfo@stanford.edu)

**name\title of head\director:** Teresa D. LaFromboise

**degree(s) granted:** B.A. major and minor in Native American Studies

**description of program offerings:** An interdisciplinary curriculum drawn from courses (some including a service learning component) taught throughout the University, primarily in law, education, the social sciences and humanities.

**areas of faculty interest\expertise:** Anthropology, Psychology, Sociology, History, Education, Law.

**resources available:** The Native American Cultural Center, a student services unit, operates independently of Native American Studies, an academic program. However, NACC offers a wide range of activities, including a library, tutoring, social activities, a number of clubs, a computer cluster, and other activities related to the recruitment and retention of Native students. The University also sponsors a Native American theme house (Muwekma-Tah-Ruk) that is the residence for a mix of Native and non-Native students and has a residential education program devoted to NAS. The house operates independently of the NACC or NAS, though obviously there is a certain amount of overlap and cooperation among these units.

**financial aid available to students:** Through the University.

**number of students in program:** Last year we graduated 5 Native American students in either Native American Studies, Comparative Studies in Race and Ethnicity, or both. Currently, we have 1 Native American Studies major and 2 Native American Studies minors.

**distance learning:** no

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## State University of New York at Cortland

**title of program:** Native American Studies

- Sociology-Anthropology Department, P.O. Box 2000, SUNY College at Cortland NY 13045; (607) 753-5784 / FAX (607) 753-5694
- <http://www2.cortland.edu/departments/native-american-studies/>
- [loudane@cortland.edu](mailto:loudane@cortland.edu)

**name\title of head\director:** Dr. Ellis McDowell-Loudan, Dr. Daniel Radus, and Ms. Dawn Van Hall, Program Co-Coordinators

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies Minor provides a broad range of information about the indigenous or first people of the Americas. It surveys archaeological, cultural, historical, and current perspectives of and about Native Americans (or First Nations). This interdisciplinary program includes courses from Anthropology, Sociology, History, English, Music, Art, Psychology and Health

Departments. Some of today's important issues are emphasized and placed in the context of cultural history. One purpose of the minor is to introduce students to the tremendous richness and diversity that is present within today's Native cultures. The Native American Studies minor affirms the college's commitment, as a public university, to establish an academic program which supports the interest that many students have in Native American issues. The College works in partnership with representatives from Onondaga Nation to correct misconceptions about native people.

**areas of faculty interest\expertise:** Haudenosaunee (Iroquois), New York State Native American History, Eastern USA Native American/Canadian First Nations Archaeology/Ethnology/Ethnohistory, Maya Language/Ethnology.

**resources available:** Multicultural publications and audiovisual collection; Native American Film Festival, which features speakers involved in the production of the films, as well as activists and local leaders; opportunities to visit the Onondaga Nation Territory, as well as other Haudenosaunee Nation territories within our region are often planned. Guest speakers from many Native American cultures regularly are invited to the college to enrich the program. Native American musicians, artists, craftspeople, and storytellers make presentations on campus, providing added opportunities for students to meet these nationally and internationally known artists.

**financial aid available to students:** Admissions and Financial Aid Offices, SUNY Cortland, Miller Building ([www.cortland.edu](http://www.cortland.edu))

**number of students in program:** 2-4

**distance learning:** occasional online classes

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## State University of New York at Fredonia

**title of program:** American Indian Studies minor

- E304 Thompson Hall, 280 Central Ave., SUNY Fredonia, Fredonia NY 14063; (716) 673-3274
- <http://home.fredonia.edu/interdisciplinary/american-indian-studies>

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Jennifer Hildebrand, Ethnic Studies Coordinator

**degree(s) granted:** Minor

**description of program offerings:** 21 credit hours including Introduction to American Indian Studies and courses in Literature and History and electives from Anthropology, Art, Sociology, and Education.

**areas of faculty interest\expertise:** history, literature, poetry, music.

**resources available:** Native American Consortium, SUNY library system, reservation libraries.

**financial aid available to students:** National, State TAP, native scholarships.

**number of students in program:** 0

**distance learning:** no

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## State University of New York, College at Oswego

**title of program:** Native American Studies

- 307A Mahar Hall, SUNY Oswego, Oswego NY 13126; (315) 312-3290 x4190
- <https://www.oswego.edu/native-american-studies/node/1>
- [kevin.white@oswego.edu](mailto:kevin.white@oswego.edu)

**department in which housed:** Anthropology and Interdisciplinary Programs and Activities Center

**name\title of head\director:** Dr. Kevin J. White, Director

**degrees granted:** B.A. minor.

**description of program offerings:** Individual courses in Native American diversity, arts, literatures, and history; federal Indian law and policy, media images of Native Americans, contemporary issues, Iroquois history and issues. Independent study directed by faculty teaching in the program.

**areas of faculty interest\expertise:** Native American Philosophies and Worldviews, Haudenosaunee History and Culture, health issues, representations in film, Native American painting and sculpture, Native American literature, federal recognition.

**resources available:** The Native American Heritage Association is a student-run organization that provides a comfortable climate for Native students and educates the general student body about Native American cultures and issues. Penfield Library has an extensive collection of resource materials on Native American Studies, including the journals *American Indian Quarterly*, *American Indian Law Review*, and *Akwesasne Notes*, among others. Native American scholarships and internship guides.

**financial aid available to students:** Aid is available through the college. For more information call Kevin White at (315) 312-3290.

**number of students in program:** 5

**distance learning:** One course NAS 100 (often occasionally)

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## State University of New York at Potsdam

**title of program:** Native American Studies

- 125 MacVicar Hall, SUNY Potsdam, 44 Pierrepont Ave., Potsdam NY 13676; (315) 443-8785
- <http://www.potsdam.edu/academics/majors/Native-American-Studies>
- [stebbisa@potsdam.edu](mailto:stebbisa@potsdam.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Alan Hersker, Interim Assistant Provost

**degree(s) granted:** B.A. Minor

**description of program offerings:** The Native Americans, Indian Images, Women in Native American Cultures, Mohawk Language I, II, III (students may fulfill their language requirement with Mohawk), Native Americans in Fiction and Film, Native American Literatures, History and Cultures of MesoAmerica . . . this is a sampling, varies by semester.

**areas of faculty interest\expertise:** Anthropology/archaeology, history, literature.

**resources available:** Native American Affairs Office, Potsdam Association of Native Americans (PANA), and CSTEP. For more information contact Sheila Marshall at [marshasm@potsdam.edu](mailto:marshasm@potsdam.edu).

**financial aid available to students:** Yes, both through the school and the Akwesasne Mohawk Reservation.

**number of students in program:** About 15 students enrolled in the minor; 82 Native American (Mohawk) students. Many students take many of the available classes, without declaring a minor.

**distance learning:** We do now have distance learning classes, though not specially in Native American Studies. Students can fulfill other college requirements through distance learning.

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## University of Sudbury

**title of program:** Indigenous Studies

- University of Sudbury, 935 Ramsey Lake Rd., Sudbury, Ontario P3E 2C6 Canada; (705) 673-5661 ext.413 (University of Sudbury is federated with Laurentian University and administers the Native Studies Program)
- <https://www.usudbury.ca/en/programs/indigenous-studies>

**name\title of head\director:** Brock Pitawanakwat, Chair

**degrees granted:** B.A. (General and Honours); Aboriginal Legal Education Certificate.

**description of program offerings:** Courses on tradition and culture, legal and political issues, Cree and Ojibwe, community organization, education, research, health, women's studies, economic development.

**areas of faculty interest\expertise:** Culture (Anishinaabe), Aboriginal-non-Aboriginal relations, political and legal issues, language (Ojibwa/Ottawa, Cree, Algonquin), education, health, and economic development.

**resources available:** Native Students Association, Native Student Lounge, Native Student Affairs. The University of Sudbury library has an extensive collection of books on Native American culture, history, languages, and politics.

**financial aid available to students:** Many entrance and in-course scholarships and bursaries are available from both Laurentian University and the University of Sudbury; financial aid is also available.

**number of students in program:** 35

**distance learning:** B.A. (General and Honours)

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## Syracuse University

**title of program:** Native American Studies program

- Native American Studies, 441 Hall of Languages, Syracuse University, Syracuse, NY 1244
- <http://thecollege.syr.edu/academics/interdisciplinary/NativeAmerican.html>
- [scsteven@syr.edu](mailto:scsteven@syr.edu)

**department in which housed:** Interdisciplinary Studies Program housed in the College of Arts and Science

**name\title of head\director:** Scott M. Stevens, Director



**degree(s) granted:** B.A. minor

**description of program offerings:** Fall 2015: Introduction to Native American Studies, Haudenosaunee Language & Culture, Indigenous Religions, Global Indigenous Issues.

**areas of faculty interest\expertise:** Consult the website:

<http://thecollege.syr.edu/academics/interdisciplinary/NativeAmerican.html>

**resources available:** Native Student Program(NSP)

(<http://multicultural.syr.edu/programs/nsp.html>); NSP Early Orientation; Indigenous Students at Syracuse University (ISAS <https://orgsync.com/10817/chapter>); Native American Learning Community (<http://lc.syr.edu/future-students/which-one/communities/indigenous-living.html>); Center for Native Peoples and the Environment (<http://www.esf.edu/nativepeoples/>); Haudenosaunee Emissary ([rrloder@maxwell.syr.edu](mailto:rrloder@maxwell.syr.edu)).

**financial aid available to students:** Haudenosaunee Promise Scholarship

([http://www.syr.edu/financialaid/scholarships/su\\_scholarships\\_list/haudenosaunee\\_promise.html](http://www.syr.edu/financialaid/scholarships/su_scholarships_list/haudenosaunee_promise.html)).

**number of students in program:** 21 minors in Spring 2014.

**distance learning:** Iroquois Linguistics for Language Learner course currently being developed.

## University of Texas, Austin

**title of program:** Native American & Indigenous Studies Program

- 305 E 23d St. CLA 2106 Stop C3000; (512) 232-3555
- <http://liberalarts.utexas.edu/nais>

**name\title of head\director:** Luís Cárcamo-Huechante, Director

**degree(s) granted:** Undergraduate Certificate and Graduate Portfolio Programs in Native American & Indigenous Studies

**description of program offerings:** The programs offer courses that allow our students to develop a broad and in-depth understanding of indigenous thought and indigenous issues. They also provide a community for NAIS students through social events, a brown bag series in which students present their work, and strong ties to student organizations.

**areas of faculty interest\expertise:** Linguistics, Anthropology, Spanish & Portuguese, Mexican American & Latino/a Studies.

**resources available:** NAIS Office, Undergraduate student organization NAIC, Graduate student organization NAIPA.

**financial aid available to students:** Summer research fellowships for graduate and undergraduate students.

**number of students in program:** 20 (15 graduate, 5 undergraduate)

**distance learning:** No.

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## University of Toronto

**title of program:** Indigenous Studies

- 563 Spadina Cres., 2nd Floor, Toronto, ON, M5S 2J7; (416) 978-2233
- [www.indigenoustudies.utoronto.ca](http://www.indigenoustudies.utoronto.ca)
- [indigenous.studies@utoronto.ca](mailto:indigenous.studies@utoronto.ca)

**name\title of head\director:** Susan Hill, Director

**degrees granted:** B.A. Hon. specialist, major and minor.

**description of program offerings:** Indigenous languages (Anishinaabemowin, Mohawk), Indigenous culture, history, spirituality, science, creativity, knowledges (including traditional ecological knowledge).

**areas of faculty interest\expertise:** Literature, language, cultures, history, anthropology, geography, social work, art and music.

**resources available:** First Nations House, Student Services, First Nations House magazine, speaker series, SAGE graduate education support.

**financial aid available to students:** Contact Admissions and Awards, 315 Bloor Street West, Toronto, Ontario M5S 1A3.

**number of students in program:** 173 undergraduate students at University of Toronto have declared specialization in Aboriginal Studies (59 minors, 90 majors and 24 specialists).

**distance learning:** no

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## Trent University

**title of program:** Department of Indigenous Studies

- Peterborough ONT, Canada K9J 7B8; (705)748-7610
- <http://www.trentu.ca/indigenous>
- [indigenoustudies@trentu.ca](mailto:indigenoustudies@trentu.ca)

**name\title of head\director:** David Newhouse, Chair

**degrees granted:** Diploma, B.A., M.A., Ph.D. We also offer *Specialization in Leadership, Niigaaniwin*, the art of leading, in collaboration with the Business Administration Program and a B.A.Hons or B.Sc., Hons, in *Indigenous Environmental Studies* in collaboration with the Indigenous Studies and Environmental Resources Studies Program.

**description of program offerings:** Theme: Learning to Work Together. Degrees, Diplomas and Specializations in Indigenous Studies, Indigenous Environmental Studies, (diploma or degrees, Studies or Science streams), Indigenous Leadership in Business, Indigenous Performance Studies, Foundations of Indigenous Learning Diploma (access program for Indigenous students). Principle areas of focus include: Indigenous Knowledge; Indigenous Ecological Knowledge; Languages, primarily Mohawk, Anishnaabemowin and Cree, but others supported; Business Leadership; Indigenous Performance Studies (only publicly funded Indigenous Performance program in Canada); Oral History and Contemporary Literature; Law, History, Politics and Contemporary Issues; Indigenous Education and Models; Approximately 25 undergraduate courses including Overview of Indigenous Studies; Politics, Governance, Law, Identity Development, Oral and Written Nishnaabemowin, Odawa, Ojibway, Oral & written Mohawk, Iroquoian Culture and Tradition, Women, Culture and Community, Education, Research Methods (Oral Histories, Community Based Research Methods), History (various nations); Contemporary Organizations (Leadership, Management and Organizational development); Literatures, Theatre, Traditional Knowledge, Indigenous Environmental Knowledge, Environmental Assessment in Communities.

Graduate courses (Masters and Doctoral) include seminars in Indigenous Knowledge, Governance, Indigenous Research Methods, History and Politics and Social and Culture Issues. Diverse areas of student research supported by diverse Indigenous and non-Indigenous faculty areas of research.

**areas of faculty interest\expertise:** Professors Emeritus/Elders: Marlene Brant-Castellano, Mohawk (Education, Research Methods); Edna Manitowabi, Anishnaabe-Kwe (Traditional Knowledge, Medicines, Women, Performance); Shirley Williams, Anishnaabe-Kwe (Ojibway Language, Residential School, TRC, Water teachings). Faculty: Nicole Bell, Anishnaabe-Kwe (Education, contemporary design of educational theory); Lynne Davis (Community development, Education and Alliances Development); Mark Dockstator, Oneida (Aboriginal Law and Governance); Chris Furgal (Northern Ecological and Indigenous Health, Inuit Knowledge systems); Michele Lacombe, Métis (Women writers of Canada, Women, Quebec); Dan Longboat, Roronhiake:wen,

Haudenosaunee (Traditional Ecological Knowledge); Don McCaskill (Education, International Indigenous Peoples); John Milloy (pre-and post- contact History, research methods, Indian Residential Schools); Marrie Mumford, Métis (Indigenous Arts and Literature, Performance); David Newhouse, Onondaga (Aboriginal Economies, Leadership, Business and Governance); Paula Sherman, Algonkian (History, Women, effects of Colonization and Allies; Skahendowaneh Swamp, Mohawk (Mohawk Language); Doug Williams, Anishnaabe (Director of Studies, Indigenous Studies Ph.D. Program).

**resources available:** First Peoples House of Learning; Trent University Native Association (student and alumni association since 1964); local Aboriginal organizations (Friendship Centre: Ngojwanong [place where the rivers meet]; Women's Centre: Nijikiwendidaa; Ontario Aboriginal Housing Services; Traditional area (sweats, tipi for ceremony and medicines); PhD Council; Aboriginal Education Council; 2 local Haudenosaunee First Nations and 4 Anishnaabe First Nations.

**financial aid available to students:** Government funding, as well as various University Bursaries and scholarships. Support to access Jay Treaty provisions for U.S.A. Native Students.

**number of students in program:** 1000 students in courses. Approximately 500 Aboriginal students out of total student population of 8500.

**distance learning:** Online availability: Anishinaabemowin, Indigenous - Settler History, Indigenous People and the State, Indigenous people and the News Media; resources growing in this area due to demand.

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## Valdosta State University

**title of program:** Native American Studies

- Valdosta State University, 1500 N. Patterson St., Valdosta GA 31698; (229)333-5494
- <http://www.valdosta.edu/colleges/arts-sciences/native-american-studies/>
- [nativeamericanstudies@valdosta.edu](mailto:nativeamericanstudies@valdosta.edu)

**name\title of head\director:** F. E. Knowles, Chair

**degree(s) granted:** B.A. Minor

**description of program offerings:** Multidisciplinary minor course of study that includes Anthropology, Law, Philosophy and History.

**areas of faculty interest\expertise:** Southeastern Indigenous Culture, Federal Indian Law, Indigenous Epistemology.

**resources available:** Four Directions student group.

**financial aid available to students:** None specifically assignable.

**number of students in program:** c. 24

**distance learning:** Under development; offerings will appear in the near future.

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## Vancouver Island University

**title of program:** First Nations Studies

- Department of First Nations Studies, Vancouver Island University, 900 5th St., Nanaimo, B.C., Canada V8R 5S5; (250) 753-3245
- <https://ah.viu.ca/first-nations-studies>
- [lauriemd@viu.ca](mailto:lauriemd@viu.ca)

**name\title of head\director:** Laurie Meijer Drees, Ph.D, Chair

**degree(s) granted:** B.A.; Diploma in First Nations Studies

**description of program offerings:** See:

<http://www.viu.ca/calendar/UniversityDegreeCompletion/bamajorsminors/firstnationsstudies.asp>

**areas of faculty interest\expertise:** Culture, History, Arts, Indigenous/Settler Relations, Governance, Family and Community, Environment, etc.

**resources available:** Elders in residence and in the classroom; Shq'aphthut (Gathering Place) on campus; Strong First Nations Community Support and Learning Community on Campus; Nearby Friendship Centres.

**financial aid available to students:** Generous funding for Indigenous students through the Mastercard and Rideau Foundations, as well as VIU based on various criteria.

**number of students in program:** [Information not provided.]

**distance learning:** So far, only relatively nearby "distance" locations.

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## University of Victoria

**title of program:** Indigenous Studies

- Indigenous Studies Minor Program, PO Box 3050 STN CSC, Victoria BC V8W 3P5 CANADA; (250) 472-5185
- <https://www.uvic.ca/humanities/indigenous/>

**department in which housed:** History

**name\title of head\director:** Christine O'Bonsawin

**degree(s) granted:** B.A. Minor

**description of program offerings:** The Faculty of Humanities and the Faculty of Social Sciences jointly offer an interdisciplinary program in Indigenous Studies intended to provide both indigenous and non-indigenous students with a core program incorporating indigenous world views and ways of knowing. This is a General Program leading to the BA degree. Students may obtain a Minor by completing the requirements for the General Program together with a Major or Honours program, or other degree program, in another department or faculty.

**areas of faculty interest\expertise:** Professor O'Bonsawin - Indigenous sport history; colonial/Indian relations and representations at world's fairs and Olympic Games; Indian policy

**resources available:** Office of Indigenous Affairs; LE, NONET: A Project to Support the Success of Aboriginal Students; First Peoples House.

**financial aid available to students:** none.

**number of students in program:** [n/a]

**distance learning:** no

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**title of program:** Indigenous Governance Programs

- University of Victoria, Faculty of Human and Social Development, PO Box 1700 STN CSC, Victoria BC V8W 2Y2 Canada; (250) 721-6438; ; fax: (250) 472-4724
- <https://www.uvic.ca/hsd/igov/>
- [igov@uvic.ca](mailto:igov@uvic.ca)

**faculty in which housed:** Human and Social Development

**name\title of head\director:** Taiaiake Alfred, Director

**degree(s) granted:** M.A. in Indigenous Governance (MAIG) and Ph.D. by Special Arrangement

**description of program offerings:** The Master of Arts in Indigenous Government is a multi-disciplinary leadership program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding governance and politics among Indigenous peoples, with a special emphasis on the nature and context of Indigenous peoples in Canada.

**areas of faculty interest\expertise:** Indigenous resurgence; Indigenous self-determination, decolonization, strategies for community regeneration; restoration of land-based cultural practices; Indigenous governance traditions; First Nations politics; Indigenous internationalism.

**resources available:** See <http://web.uvic.ca/igov/index.php/admissions>.

**financial aid available to students:** The program offers 1-2 fellowships annually to applicants with the highest GPA upon entry into the program. Deadline for its application is January 15th, for the following September start date. Information on other scholarships and bursaries is found at this link to student financial aid: <http://registrar.uvic.ca/safa/>.

**number of students in program:** MAIG 22, PhD 11

**distance learning:** no.

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## Virginia Tech

**title of program:** American Indian Studies

- 644 McBryde, Dept. of Sociology, Virginia Tech, Blacksburg VA 24061; (540) 231-9596
- <http://liberalarts.vt.edu/academics/majors-and-minors/american-indian-studies-minor.html>
- [sacook2@vt.edu](mailto:sacook2@vt.edu)

**department in which housed:** Sociology

**name\title of head\director:** Dr. Samuel R. Cook, Director

**degree(s) granted:** Undergraduate Minor; graduate certificate

**description of program offerings:** We believe that any successful American Indian Studies program must do more than simply educate a general student body on American Indian cultures and issues in a sensitive way. We believe that our curricula must exist in conjunction with all university programs pertinent to American Indians, and must depend on the impetus of indigenous peoples working within and beyond the university.

**areas of faculty interest\expertise:** Native literature, history, anthropology.

**resources available:** [Information not provided]

**financial aid available to students:** n/a

**number of students in program:** [Information not provided]

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## University of Washington

**title of program:** American Indian Studies

- Box 354305, Seattle WA 98195; (206)543-9082
- <http://ais.washington.edu/>
- [native@uw.edu](mailto:native@uw.edu)

**name\title of head\director:** Dr. Christopher B. Teuton, Director

**degrees granted:** B.A. Major and Minor in American Indian Studies, Minor in Oceania and Pacific Islander Studies.

**description of program offerings:** The Department of American Indian Studies offers a major in American Indian Studies, a minor in American Indian Studies, and a minor in Oceania and Pacific Islander Studies. American Indian Studies approaches its teaching and research from a decolonized, community based, and global perspective. American Indian Studies faculty and students strive to develop innovative theories and methodologies that increase knowledge about Indigenous Peoples and support the needs of Indigenous communities. The department promotes faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and Peoples throughout the world.

**areas of faculty interest\expertise:** (See above.)

**resources available:** Washington State has 34 Indian tribes with 26 reservation communities, a growing population, and a number of inter-tribal and other related organizations, many with close ties to neighboring groups in Oregon, Idaho, Montana, and British Columbia and Alberta. Seattle is home to the regional Federal Archives with important tribal records. The University also has important archival and museum collections.

**financial aid available to students:** Special financial aid is available through the Equal Opportunity Program.

**number of students in program:** c. 60.

**distance learning:** not available at this time.



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## West Virginia University

**title of program:** Native American Studies

- PO Box 6284, Morgantown WV 26506-6284; (304) 293-4626, fax (304) 293-3041
- <https://nas.wvu.edu/>
- [Native\\_American\\_Studies@mail.wvu.edu](mailto:Native_American_Studies@mail.wvu.edu)
- twitter: WVU\_NASprogram
- <https://www.facebook.com/WVU-Native-American-Studies-Program-287569261271676/>

**name\title of head\director:** Bonnie M. Brown, Coordinator

**degree(s) granted:** Minor

**description of program offerings:** This is an 18-credit minor. Three lower division courses are required: Intro to Native American Studies, American Indian History, and Literature of Native America. Further, students complete 9 credits (typically three 3-credit courses) of upper division coursework to complete the degree. These credits can include independent study, internships, and field work.

**areas of faculty interest\expertise:** See the "faculty" listing on our website at [www.wvu.edu/~nas](http://www.wvu.edu/~nas) for an extensive listing of our interdisciplinary faculty committee.

**resources available:** See our website under the link "student resources," "ONAI," and many others.

**financial aid available to students:** See "student resources" link on our web menu; see also <http://indiancountrytodaymedianetwork.com/2012/09/01/too-many-scholarships-not-enough-native-students-applying-132188>

**number of students in program:** 20 minors

**distance learning:** Many online and travel courses are offered (such as Cherokee, NC, Alaska Yup'ik Village, Native Hawaii).

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## Western Carolina University

**title of program:** Cherokee Studies

- Anthropology & Sociology Dept., W.C.U., Cullowhee NC 28723, (828) 227-3841
- <https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/chokeee-studies/index.aspx>

**department in which housed:** Anthropology & Sociology

**name\title of head\director:** Ben Steere, Director

**degree(s) granted:** **B.A. minor** and **graduate certificate** in Cherokee Studies (contact Dr. Jane Eastman at [jeastman@email.wcu.edu](mailto:jeastman@email.wcu.edu) for more information); **M.A.** in American History, Cherokee Studies track (contact Alex Macaulay at [macaulay@email.wcu.edu](mailto:macaulay@email.wcu.edu) for more information); Culturally-Based Native Health **Certificate** (contact Dr. Lisa Lefler at [llefler@email.wcu.edu](mailto:llefler@email.wcu.edu) for more information).

**description of program offerings:** Cherokee History; Contemporary Cherokee Culture; Indians of North America; Native American Literature; Cherokee Language; Native Health Topics; Ethnobotany; various courses in area of expertise of Endowed Chair in Cherokee Studies.

**areas of faculty interest\expertise:** Cherokee Pottery; Cherokee Language Revitalization; Archaeology; Cherokee History; Native Healthcare; Cherokee Ethnobotany.

**resources available:** Di-Ga-Li-I, the Native Student Group; Judaculla Culture House, a specialized dormitory for students interested in Cherokee culture and language; library houses one of the largest Cherokee collections in the U.S.

**financial aid available to students:** Graduate assistantships.

**number of students in program:** 20.

**distance learning:** Yes. We are working toward offering more classes online. Please check <https://www.wcu.edu/engage/professional-enrichment/profdev/online.aspx> for new offerings each semester.

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**title of program:** M.A. in American History, Cherokee Studies Track

- History Dept., W.C.U., Cullowhee NC 28723; (828)227-3866

- <http://www.wcu.edu/Cherokeestudies/>

**department in which housed:** History

**name\title of head\director:** Elizabeth McRae

**degree(s) granted:** M.A.

**description of program offerings:** Cherokee History; Contemporary Cherokee Culture; Indians of North America; Native American Literature; Cherokee Language; various courses in area of expertise of Endowed Chair in Cherokee Studies.

**areas of faculty interest\expertise:** Cherokee and Southeastern Indians.

**resources available:** Native American Club; Library houses one of the largest Cherokee collections in the U.S.

**financial aid available to students:** Graduate assistantships.

**number of students in program:** 5-6.

**distance learning:** We do offer some coursework online: see <http://www.wcu.edu/Cherokeestudies/> to find out about what is being offered.

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## University of Western Ontario

**title of program:** First Nations Studies

- First Nations Studies Program, Social Science Centre 3207, Western University, Faculty of Social Science, London, ON CANADA N6A 3K7; (519) 661-2111 ext 86429, fax (519) 661-2062
- <http://firstnationsstudies.uwo.ca/>
- [fnsmain@uwo.ca](mailto:fnsmain@uwo.ca)

**name\title of head\director:** Janice Forsyth, Director

**degree(s) granted:** B.A. (3yr, 4yr, 4yr honours)

**description of program offerings:** We offer a minor, major, and honors module. Please see the website for further information.

**areas of faculty interest\expertise:** History, Borderlands, Health, Environment, customs and language (Mohawk and Ojibway).

**resources available:** First Nations Studies Reading Room and Video Collection; Indigenous Student Services with welcome centre; First Nations Student Association.

**financial aid available to students:** Yes, through the UWO and Indigenous Student Services; none specifically through the program.

**number of students in program:** average 40 annually.

**distance learning:** limited offerings.

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## University of Winnipeg

**title of program:** Department of Indigenous Studies

- 515 Portage Avenue, Winnipeg Manitoba, R3B 2E5; (204)786-9305
- <http://uwinnipeg.ca/indigenous-studies/index.html>

**name\title of head\director:** Jacqueline Romanow, Chair

**degree(s) granted:** B.A., M.A in Indigenous Studies

**description of program offerings:** (BA & MA) Indigenous Self-determination, International Rights of Indigenous Peoples, Indigenous Women and Resilience, Ethnoecology, Biocultural Diversity, Indigenous Research Methods, Cree and Ojibwa languages; Pathways to Indigenous Knowledge, and multidisciplinary offerings from other departments; (MDP) Indigenous Thought and Worldviews, Environment and Sustainability, Comparative Indigenous Health, Interactive Global Classroom; Indigenous Economic Development, Spatial Statistics, Indigenous Peoples, Globalization and Development, Human Security and Indigenous Development, Development Project Planning and Evaluation, Domestic and International Field placements.

**areas of faculty interest\expertise:** (BA & MA) Canadian Aboriginal/Indigenous policy, international indigenous rights, biopolitics of indigenous knowledge, community-based conservation and resource management, language rights, residential schools, economic impacts of Indigenous gaming, Indigenous peoples in Ecuador, Colombia, Nicaragua, India, Canada, United States, New Zealand. Faculty with backgrounds in Political Science, Law, Anthropology, Human Ecology, Sociology, Natural Resource Management, and Economics; (MDP) Foreign affairs and policy; international indigenous rights; resource development and environmental assessments; sustainable development; health economics; international development; financial services and poverty; food security; and indigenous knowledge. Faculty with backgrounds in Anthropology, Political Science, Geography, International Relations and Development, Geography, Natural Resource Management, Mathematics and Statistics, and Economics.

**resources available:** Aboriginal Student Centre, Graduate Employment Counselor.

**financial aid available to students:** Scholarships, Student Loan, Bursaries and Awards.

**number of students in program:** 40-50 in BA, 12-18 in MA.

**distance learning:** no

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**title of program:** Master's in Development Practice - Indigenous Development

- 515 Portage Avenue, Winnipeg Manitoba, R3B 2E5; (204)258-2998
- <http://mdp.uwinnipeg.ca>

**name\title of head\director:** Tamara Dionne Stout, Program Coordinator

**degree(s) granted:** MDP in Development Practice in Indigenous Development

**description of program offerings:** The MDP is a professional course-based interdisciplinary degree that equips graduates to practice environmentally-sustainable and indigenous-guided development. Courses examine the health, environmental, economic, and social dimensions of indigenous development. Students participate in a domestic and an international field placement.

**areas of faculty interest\expertise:** Foreign affairs and policy; international indigenous rights; resource development and environmental assessments; sustainable development; health economics; international development; financial services and poverty; food security; and indigenous knowledge.

**resources available:** CN Indigenous Resource Centre, Graduate Employment Counselor and Aboriginal Student Centre,

**financial aid available to students:** Scholarships, Student Loan, Bursaries and Awards.

**number of students in program:** 25 MDP students

distance learning: no

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## University of Wisconsin, Eau Claire

**title of program:** American Indian Studies Program

- American Indian Studies, Box 4004, Eau Claire WI 54702; (715) 836-6045
- <https://www.uwec.edu/academics/college-arts-sciences/departments-programs/american-indian-studies>
- [AIS@uwec.edu](mailto:AIS@uwec.edu)

**name\title of head\director:** Debra K. S. Barker, Director

**degrees granted:** B.A. Major, Minor, and Certificate in American Indian Studies.

**description of program offerings:** Ours is an interdisciplinary program in which faculty from American Indian Studies, History, English, Geography, Art, and Philosophy/Religious Studies teach cross-listed courses. We have a developed core curriculum that includes an Indigenous theory and methodologies course and a senior capstone to be completed in a Native community. Our program offers yearly Domestic Intercultural Immersion experiences in regional Native communities. We participate in special recruitment and retention initiatives for American Indian students through our program and the Office for Multicultural Affairs, and invite participation in the Inter-Tribal Student Council.

**areas of faculty interest\expertise:** Decolonial Studies, Wisconsin Indian history and culture, Native geographies, tribal government and sovereignty, American Indian art, American Indian languages and literature, education, curriculum development in American Indian Studies, American Indian representation in film, and American Indian voting. We are particularly proud of our Visiting Elders Program.

**resources available:** We value our collaborations with the Ho-Chunk Nation, Stockbridge-Munsee Mohicans, Lac Courte Oreilles (Chippewa), Lac du Flambeau (Chippewa), Red Cliff (Chippewa), Menominee Nation, and Sokaogan Ojibwe Mole Lake Indian communities. Our student organization, the Inter-Tribal Student Council, hosts an annual pow wow. Academic and faculty advisors work closely with students to support their social and academic success through cultural programming and advising.

**financial aid available to students:** There are several programs, including scholarships, available to American Indian Students.

**number of students in program:** Varies from year to year as our students graduate.

**distance learning:** We offer History 705 class for teachers, an online ethnobotany course entitled "Ojibwe women, eco-feminism, and botanical knowledge," and 4 semesters of Ojibwe language and an Ojibwe language camp course in the summer, which is offered for grad or undergrad credit. Anyone can watch our Ojibwe language classes for free from our website.

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## University of Wisconsin Green Bay

**title of program:** First Nations Studies

- 2420 Nicolet Drive, Green Bay WI 54311-7001; (920) 465-2937

- <http://www.uwgb.edu/fns/>
- [Poupartl@uwgb.edu](mailto:Poupartl@uwgb.edu)

**name\title of head\director:** Lisa M. Poupart, Chairperson

**degree(s) granted:** B.A. (Major and minor) in First Nations Studies; M.S. in Applied Leadership for Teaching and Learning (area of emphasis in indigenous education); Ed.D. in First Nations Education

**description of program offerings:** This is an interdisciplinary program that reflects the philosophy and holistic worldview of American Indian people. Students will learn about, preserve, and promote the identity of the indigenous populations of North America, with particular emphasis on the nations of the Western Great lakes. American Indian Elder knowledge and tribal oral traditions are a primary source for learning and teaching throughout all course offerings.

**areas of faculty interest\expertise:** Oneida Language; American Indian Education; oral traditional teaching and learning; Elder Epistemology and indigenous teaching methods; American Indian law and policy, American Indian internalized oppression, healing historical trauma, decolonization efforts, Haudenosaunee history and culture, Menominee history and culture, Anishinabeg history and culture, curriculum and instruction, Pk-16 and teacher education.

**resources available:** The Education Center for First Nations Studies; Oral Traditional Elder Scholars in Residence on campus; Intertribal Student Council; American Intercultural Center (student services, advising, gathering place for Native students); Oneida Language Project.

**financial aid available to students:** Yes, contact admissions office.

**number of students in program:** 20+ undergraduates, 15 doctoral students.

**distance learning:** Select classes provided on Saturdays, online, and in local tribal communities.

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## University of Wisconsin, Madison

**title of program:** American Indian Studies Program

- 315 Ingraham Hall, 1155 Observatory Dr., Univ. of Wisconsin, Madison WI 53706; (608) 263-5501
- <http://amindian.wisc.edu/>
- [ais@letscli.wisc.edu](mailto:ais@letscli.wisc.edu)

**name\title of head\director:** Larry Nesper, Director

**degrees granted:** Certificate in American Indian Studies.

**description of program offerings:** Regular offerings in American Indian Studies include folklore, archaeology, history, law, rural sociology, literature, anthropology, and social work.

**areas of faculty interest\expertise:** (See above.)

**resources available:** Extremely close to Ho-Chunk settlements; American Indian Student & Cultural Center; American Indian Studies Library; inter-institutional linkages with certain tribal colleges; Wunk Sheek (student organization), Indigenous Law Student Association, Council of American Indian Graduate and Professional Students, AISES, and American Indian Student Academic Services.

**financial aid available to students:** American Indian Alumni Scholarship, Wisconsin Indian Grant.

**number of students in program:** 150

**distance learning:** No.

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## University of Wisconsin, Milwaukee

**title of program:** American Indian Studies

- College of Letters and Sciences, PO Box 413, Milwaukee WI 53201; (414) 229-6686
- <http://uwm.edu/american-indian-studies/>
- [ais-info@uwm.edu](mailto:ais-info@uwm.edu)

**department in which housed:** Interdepartmental Studies

**name\title of head\director:** Cary Miller, Director

**degrees granted:** Major, certificate, and certificate in Anishinaabemowin

**description of program offerings:** This program offers courses cross-listed in several academic departments including English, History, Anthropology, Sociology, Education as well as stand-alone courses in AIS, offers three years of Anishinaabemowin language, does research in American Indian studies, publishes texts, etc. in American Indian Studies. Faculty also advise Graduate students at the MA and PhD level working on American Indian Studies projects within their respective departments.

**areas of faculty interest\expertise:** The western Great Lakes area is a focus of the department. We also have faculty concentrations in the department of English (three



faculty) and Anthropology (two faculty) and a particular interest in Indigenous language revitalization.

**resources available:** There are 11 Federally Recognized Tribes in the state of Wisconsin and approximately 10,000 American Indians living in the Milwaukee area. Milwaukee is also home to the Indian Community School.

**financial aid available to students:** BIA and Wisconsin Indian Grants are available to American Indian Students.

**number of students in program:** 3 majors, 5 certificate students

**distance learning:** [information not provided]

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## U of Wisconsin - Stevens Point

**title of program:** Native American studies Minor

- 464 College of Professional Studies, University of Wisconsin, Stevens Point WI 54481-3897; (715) 346 2449
- <http://www.uwsp.edu/sociology/Pages/minors.aspx>
- [hstmauri@uwsp.edu](mailto:hstmauri@uwsp.edu)

**department in which housed:** Department of Sociology & Social Work

**name\title of head\director:** Alton (Sonny) Smart, coordinator

**degree(s) granted:** Minor

**description of program offerings:** Wisconsin Indian Cultures, Native Cultures of North America, Native Peoples and Cultures of Mesoamerica, Contemporary Native American Cultures, Field Trips in Anthropology, American Indian Literature, The North American Indian, History of Architectural Design in the Americas, American Indian Environmental Philosophies, Native American Religions, Orientation to Native American Social Work.

**areas of faculty interest\expertise:** Anthropology, English, History, Architecture, Philosophy, Religious Studies, Sociology.

**resources available:** Native American Center, Learning Resource Center.

**financial aid available to students:** n.a.

**number of students in program:** 10

**distance learning:** [information not provided]

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## University of Wisconsin - Superior

**title of program:** First Nations Studies

- First Nations Center, UW-Superior, 3004 Swenson Hall, 1800 Grand Ave, Superior WI 54880; (715) 394-8358
- <https://www.uwsuper.edu/acaddept/hbjd/firstnations/index.cfm>

**department in which housed:** Human Behavior, Justice and Diversity

**name\title of head\director:** Shevaun Stocker, Department Chair

**degrees granted:** Minor only.

**description of program offerings:** The First Nations Studies Program seeks to promote an understanding and awareness of Indian people. The program provides the opportunity for Indians and non-Indians alike to increase their knowledge of the origin of Indian people in terms of history, culture, and philosophy.

**areas of faculty interest\expertise:** Tribal administration; Ojibwa language; American Indian values and spiritual beliefs; historical foundations of American Indian education; contemporary issues in American Indian society; American Indian counseling and social work.

**resources available:** Native Nations Student Organization, which sponsors such activities as field trips to local reservations, pow-wows, talking circles, potluck dinners, spiritual ceremonies, Sugarbush camp, canoeing, and a fall walk around.

**financial aid available to students:** While the Center provides no financial aid, the Center does help Native American students with the University's financial aid process. We also offer a \$1000 scholarship for Native students in their junior or senior year.

**number of students in program:** The Native American student population is 2% of the student body.

**distance learning:** Several courses available on-line.

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## University of Wyoming

**title of program:** American Indian Studies

- American Indian Studies Program, Department 4297, 1000 E. University Ave., University of Wyoming, Laramie WY. 82071; (307) 766-6521

- <http://www.uwyo.edu/aist/>
- [jaimea@uwyo.edu](mailto:jaimea@uwyo.edu)

**name\title of head\director:** Dr. Angela Jaime, Director

**degrees granted:** B.A. major and minor; M.A. minor; Ph.D. minor

**description of program offerings:** Interdisciplinary courses from a variety of areas including geography, sociology, anthropology, literature, language, and history.

**areas of faculty interest\expertise:** History, regional studies, contemporary issues, women, reservation land management, literature and tribal languages.

**resources available:** Support services for American Indian students; program library and student center; American Indian student club for Native students in all disciplines, and student/faculty club affiliated with the discipline of American Indian Studies; Elder-in-Residence Project.

**financial aid available to students:** McCarthy, Winner, and Thorpe Scholarships; The Northern Arapaho Endowment; The Chief Washakie Memorial Scholarship.

**number of students in program:** 8 undergraduate majors, 9 undergraduate minors; 6 graduate minors (both M.A. and Ph.D.).

**distance learning:** a variety of classes online, through UW's Outreach School.

## York University

**title of program:** Multicultural and Indigenous Studies

- 302 Atkinson, York University, 4700 Keele Street, Toronto, Ontario, Canada M6H 1P3; (416) 736-5235
- <http://indigenous.des.laps.yorku.ca/>
- [deqs@yorku.ca](mailto:deqs@yorku.ca)

**department in which housed:** Equity Studies

**name\title of head\director:** Dr. Bonita Lawrence

**degree(s) granted:** B.A. in Indigenous Studies; Certificate in Indigenous Studies

**description of program offerings:** Interdisciplinary courses related to a range of areas in Indigenous Studies.

**areas of faculty interest\expertise:** Urban, Non-status and Métis Identities, Indigenous Justice, First Nations Music, Indigenous literature; Indigenous Film Studies; First Nations/Native American Histories, First Nations Politics, Indigenous Methodologies. Anishinaabemowin and Mohawk languages to be offered by 2019-20.

**resources available:** Centre for Aboriginal Student Services  
(<https://www.facebook.com/yorkuaboriginal/>); York Aboriginal Student Association  
(<https://www.facebook.com/AboriginalSAY>)

**financial aid available to students:** no

**number of students in program:** Usually about 20 students either in the Undergraduate program or the certificate.

**distance learning:** Indigenous Film Studies is online, several other courses are blended (part classroom/part online).

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**title of program:** Intensive Program in Aboriginal Lands, Resources and Governments Indigenous law (<https://www.osgoode.yorku.ca/programs/juris-doctor/jd-admissions/aboriginal-applicants/>)

**department in which housed:** Osgoode Hall Law School

**degree(s) granted:** Juris Doctor (J.D.), L.L.M, Ph.D.

**financial aid available to students:** internal bursaries for law students

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**title of program:** M.Ed. in Urban Indigenous Education  
(<http://edu.yorku.ca/academic-programs/graduate-studies/degrees-diplomas/master-of-education/urban-indigenous-education/>)

**department in which housed:** Faculty of Education

**name\title of head\director:** Dr. Susan Dion

**financial aid available to students:** no

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## MEMORANDUM

Office of Academic Planning & Budget  
2107 Murphy Hall  
140501

To: Dean Darnell Hunt, College of Letters and Science, Division of Social Sciences  
From: Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget  
Date: February 22, 2021  
Re: Resource Analysis for American Indian Studies IDP Departmentalization

Dear Dean Hunt:

I am writing in response to the request from the American Indian Studies (AIS) IDP for a resource analysis of the proposal to convert the academic IDP in AIS to an academic department called the American Indian Studies Department. The goal of departmentalization will enable growth in the emerging field, competitive recruiting and retaining of top scholars and students, and provide faculty the power to better define the future of AIS at UCLA.

The proposal states no additional resources for faculty, staff, space, or equipment will be required for departmentalization. My office's review indicates there will not be any significant budgetary implications resulting from the proposed changes. While the program is currently in a sound financial position, it does not have excess funds to support any additional expenses indefinitely. I do not feel that these changes will have a materially adverse effect on the campus budget and I support the proposed department conversion.

Please do not hesitate to contact me should you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "JR" followed by a stylized flourish.

Jeff Roth  
Associate Vice Chancellor  
Academic Planning and Budget

	GENERAL FUNDS (19900) FY 2019-20	Total Operating Funds & Reserves FY 2019-20	GENERAL FUNDS (19900) FY 2020-21	Total Operating Funds & Reserves FY 2020-21	GENERAL FUNDS (19900) FY 2021-22	Total Operating Funds & Reserves FY 2021-22
General Fund Perm	84,278	91,445	73,416	78,583	73,416	78,583
General Fund Temp	144,935	195,472	323,185	375,039	335,720	390,976
General Fund Source	229,213	286,917	396,601	453,622	409,136	469,559
Indirect Cost Distributed Source	-	3,600		4,493		3,300
University Financial Aid Source	-	68,131		76,286		84,589
Gifts and Endowments Source	-	13,926	-	20,318	-	20,000
<b>Total Revenues</b>	<b>229,213</b>	<b>377,574</b>	<b>396,601</b>	<b>554,719</b>	<b>409,136</b>	<b>577,448</b>
Total Salaries & Wages	194,338	232,113	233,268	269,139	245,803	283,826
Total Benefits	33,725	114,229	116,087	131,920	125,636	142,419
Total Compensation	228,063	346,342	349,355	401,059	371,439	426,245
Total Operating Expenses	5,420	50,617	7,259	37,387	74,533	103,450
Total Compensation and Operating	233,483	396,959	356,614	438,446	445,972	529,695
<b>Total Expenditures</b>	<b>233,483</b>	<b>396,959</b>	<b>356,614</b>	<b>438,446</b>	<b>445,972</b>	<b>529,695</b>
<b>Surplus/(Deficit)</b>	<b>(4,271)</b>	<b>(19,385)</b>	<b>39,987</b>	<b>116,273</b>	<b>2 of 2 (62,836)</b>	<b>47,753</b>
Carryforward	121,246	138,139	116,975	118,755	156,962	235,028
<b>Ending Balance</b>	<b>116,975</b>	<b>118,755</b>	<b>156,962</b>	<b>235,028</b>	<b>120,126</b>	<b>282,780</b>



Darnell Hunt  
 Dean of Social Sciences  
 Office of the Deans  
 2300 Murphy Hall  
 Los Angeles, CA 90095-1540  
 Tel: (310) 825-4017  
 Fax: (310) 825-8808  
 E-mail: [dhunt@college.ucla.edu](mailto:dhunt@college.ucla.edu)

To: Jeffrey Lewis, Chair  
 College Faculty Executive Committee  
 From: Darnell Hunt, Dean  
 Division of Social Sciences  
 Date: March 30, 2021  
 Re: Proposed Departmentalization of American Indian Studies

Dear Professor Lewis:

I am writing to express my strong support for the proposal to departmentalize our longstanding interdepartmental program in American Indian Studies. The IDP is one of the oldest and highly ranked academic units in the nation focused on American Indians and Indigenous people in California and beyond. Rooted in 1960s protest movements, American Indian Studies at UCLA has grown today into a program that boasts an outstanding affiliated faculty representing over 20 tribal communities — colleagues responsible for the greatest research and publication output of any American Indian Studies unit in California or the nation. The IDP currently offers a BA, minor and MA in American Indian Studies, as well as popular courses that fulfill UCLA general education requirements. Its sister ethnic studies units, which are also housed in the Division of Social Sciences, departmentalized years ago. Long overdue, departmentalization of American Indian Studies would enable the program to grow beyond its current 20 majors by providing the unit with more control over its curriculum, the hiring of faculty, and ultimately, its intellectual trajectory.

UCLA's strong reputation in the social sciences is a direct reflection of the overall excellence that defines the campus's large and diverse program offerings — 15 departments and/or interdepartmental degree programs, five of them ranked in the top 10, another three in the top 16, and the remainder on the rise. But where UCLA's social science offerings really stand out compared to its top peers' is in ethnic and racial studies. UCLA is the only campus to feature strong academic programs in African American Studies, American Indian Studies, Asian American Studies, and Chicana/o and Central American Studies — each focusing on the specific concerns and legacies of groups essential to California's diversity. Departmentalization of American Indian Studies would place the unit on equal footing with its sister ethnic studies units and deepen UCLA's competitive advantage in the social sciences.

Departmentalization of AIS also aligns closely with UCLA's mission as a public, land grant institution situated in a metropolis with the nation's largest urban American Indian population. The new department will specialize in the training and research needs of Indigenous communities, thus forging a stronger bond between American Indian Studies at UCLA and important but often overlooked



stakeholders in the region. UCLA's Division of Social Sciences is particularly committed to engaging with Los Angeles and its diverse and vibrant communities as inspiration for the engaged scholarship that motivates our faculty and students. Departmentalization of American Indian Studies would further this engagement in significant ways.

A resource analysis by Academic Planning and Budget supports departmentalization of American Indian Studies. Not only did it find that the program is currently in a sound financial position, but it also projects that departmentalization would have no materially adverse impact on the University's budget. While space is perhaps the scarcest resource on campus, the proposal notes that the longstanding, collaborative relationship between the program and the American Indian Studies Center, which houses it in Campbell Hall, would continue after departmentalization. The proposal advocates for the hiring of five ladder track faculty over the course of ten years — which I think is a reasonable ask if we are able to partner with other units in the Division for split appointments and take advantage, where possible, of the subsidy provided by the hiring of former UC President's postdoctoral fellows. Of course, American Indian Studies is already well-resourced with respect to faculty, boasting 43 affiliated colleagues. This includes 17 core members who serve on the IDP's faculty advisory committee, teach courses, and serve on MA committees. Moreover, 16 of the affiliated faculty members have already submitted letters of commitment in support of the proposal to either move part of their FTEs to the new department or to seek a 0 percent joint appointment in it.

In closing, I would be remiss if I didn't address a 2015 Academic Senate recommendation that American Indian Studies not departmentalize due to insufficient enrollments and majors. Instead, the Academic Senate proposed that one way we might address American Indian Studies' need to control its own intellectual trajectory would be to provide the unit with its own FTE. But the Academic Senate has subsequently taken this option off the table with its opposition to IDPs at UCLA holding FTE. Meanwhile, two of our most prominent peers, the University of Michigan and UC Berkeley are building in the area of American Indian and Indigenous Studies. And the more than 2000 participants from 20 countries who attended the 2018 annual meeting of the field's major association our IDP hosted at UCLA speak to the growing demand for offerings in the field. Departmentalization of American Indian Studies at UCLA would situate the unit in a stronger position as it endeavors to meet this demand and extend its leadership role in the field. I strongly support the proposal to do so.

Sincerely,



Darnell M. Hunt, PhD  
Dean of Social Sciences

3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

April 21, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Kathleen Bawn, Chair, Undergraduate Council

**Re: Appendix V Action and Proposal for Establishment of American Indian Studies Department**

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At its meeting on April 15, 2022, the Undergraduate Council reviewed the Appendix V action to disestablish the UCLA American Indian Studies IDP and to establish an American Indian Studies Department. I am pleased to report that the Undergraduate Council voted to endorse the proposal (11 approved, 1 opposed, 1 abstained; USAC representatives: 0 approved, 0 opposed, 0 abstained, 1 present but did not vote).

As noted in the attached documentation, the proposal was previously reviewed by the Undergraduate Council's Curriculum Committee and the Council on Planning and Budget, both of which supported departmentalization while underscoring the need for 100% faculty FTE to ensure the continued growth and stability of the program. The Undergraduate Council also referred the proposal to the Graduate Council, which encouraged American Indian Studies to explore resource-sharing and synergies between the existing research center and the proposed department. The Undergraduate Council also referred the proposal and supporting documents to the Committee on Rules and Jurisdiction for review, and is currently awaiting notification of the ruling by R&J.

By way of this memorandum, the Council hereby submits this proposal to the Executive Board and requests that it be placed on the agenda for a future meeting of the Legislative Assembly.

If you have any questions or require additional information, please feel free to contact me via the Undergraduate Council analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

CC: Randall Akee, Chair, UCLA American Indian Studies IDP  
April de Stefano, Executive Director, Academic Senate  
Mishuana Goeman, Professor of Gender and American Indian Studies  
Jenna Miller-Von Ah, MSO, UCLA American Indian Studies IDP  
Julia Nelsen, Committee Analyst, Undergraduate Council  
Peter Petersen, Vice Chair, Undergraduate Council  
Shane White, Immediate Past Chair, Academic Senate

3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

March 22, 2022

To: Kathleen Bawn, Chair, Undergraduate Council

From: Catherine Sugar, Chair, Curriculum Committee  
Anne Warlaumont, Co-Chair, Curriculum Committee

**Re: American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department**

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At its meeting on March 3, 2022, the Undergraduate Council's Curriculum Committee reviewed and unanimously endorsed the proposal to establish the American Indian Studies Department and disestablish the American Indian Studies IDP (8 approved, 0 opposed, 0 abstained; USAC Reps: 1 approved, 0 opposed, 0 abstained). We were joined in our discussion by Professors Randall Akee and Mishuana Goeman, and MSO Jenna Miller-Von Ah, who outlined the background and rationale for the proposal.

Members voiced strong support for the proposal and agree that departmentalization is crucial to keeping UCLA at the forefront of research and teaching in the burgeoning field of American Indian Studies. To this end, the Committee echoes CPB's disappointment that the department will not initially have any 100% FTE faculty, and underscores the importance of sufficient resourcing to ensure the long-term stability and success of the new department, but feels that it is crucial to establish departmental status now to enhance progress towards these goals.

By way of this memorandum, the Curriculum Committee forwards the proposal to the Undergraduate Council for the next phase of the review process.

If you have any questions, please contact us via the Undergraduate Council's analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: Julia Nelsen, Committee Analyst, Undergraduate Council  
Peter Petersen, Vice Chair, Undergraduate Council

3125 Murphy Hall  
410 Charles E. Young Drive East  
Los Angeles, California 90095

January 23, 2022

To: Kathleen Bawn, Chair, Undergraduate Council

From: Leah Lievrouw, Chair, Graduate Council

**Re: American Indian Studies IDP Disestablishment & Establishment of American Indian  
Studies Department**

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At its meeting on January 14, 2022, the Graduate Council reviewed a proposal from the UCLA American Indian Studies Interdepartmental Degree Program (IDP) to disestablish the American Indian Studies IDP and establish a Department of American Indian Studies at UCLA. Professors Randall Akee, Paul Kroskrity, and Mishuana Goeman provided a brief history of the program and the rationale for the proposal at the meeting. By a majority vote (8 in favor, 2 opposed, 1 abstention; GSA Reps: 2 in favor, 0 opposed, 0 abstentions), the Graduate Council endorsed the proposal and offers the following for the Undergraduate Council's consideration:

Members wondered how the program seeks to address the relatively low numbers of majors and minors, and how that issue might benefit from further discussion given the potential conversion to a department. Members also noted that the ratio of majors to faculty will be a critical matter to address in light of the proposed departmentalization.

Members also questioned the Program's organizational structure and relationship between the research center and the proposed department. Members suggested that there could be more potential synergies between the two, which might help relieve the the potential competition for resources, specifically with respect to faculty lines.

We appreciate the opportunity to express our views on this matter. If you have any questions, please contact us via Graduate Council's Analyst, Estrella Arciba, at [earciba@senate.ucla.edu](mailto:earciba@senate.ucla.edu).

January 18, 2022

Kathleen Bawn, Chair  
Undergraduate Council

**Re: Appendix V Proposal: American Indian Studies IDP Disestablishment & Establishment of American Indian Studies Department**

Dear Chair Kreiman,

At its meeting on January 10, 2022, the Council on Planning and Budget (CPB) had an opportunity to review the Appendix V to disestablish the American Indian Studies IDP and establish the American Indian Studies Department.

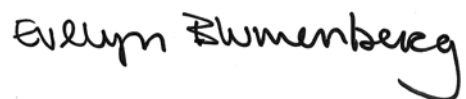
Members discussed the transition from an interdepartmental degree program to a department, with a focus on the resources associated with this change. After reviewing the letter from Academic Planning and Budget, members were satisfied that the shift would not have substantial budgetary consequences. Further, should American Indian Studies grow as a department (as we hope they will), they should be able to be support this growth through mechanisms associated with the new budget model. As such, CPB supports the proposal with the expectation that there will be sufficient resources to support the new department.

A few members wondered whether it was appropriate to departmentalize, since running a department requires additional overhead. Moreover, other members were disappointed that the department will not have a single 100% FTE. The letters of support, including the dean's letter, express support for this proposal but sadly not adequate enough support to provide a full FTE.

Members unanimously voted in favor of the proposal to disestablish the IDP and establish the American Indian Studies department (16 in favor, 0 abstain, 0 oppose); student vote (1 in favor, 0 abstain, 0 oppose).

If you have any questions for us, please do not hesitate to contact me at [ebumenb@ucla.edu](mailto:ebumenb@ucla.edu) or via the Council's analyst, Elizabeth Feller, at [efeller@senate.ucla.edu](mailto:efeller@senate.ucla.edu).

Sincerely,

A handwritten signature in black ink that reads "Evelyn Blumenberg". The signature is written in a cursive, slightly slanted style.

Evelyn Blumenberg, Chair  
Council on Planning and Budget

cc: April de Stefano, Executive Director, Academic Senate  
Elizabeth Feller, Assistant Director, Academic Senate  
Julia Nelsen, Principal Policy Analyst, Undergraduate Council  
Members of the Council on Planning and Budget

December 8, 2021

Robert Horowitz  
Chair, Academic Council

Re: Appendix V Proposal and New Department of American Indian Studies

Dear Chair Horowitz,

At its meeting on December 2, 2021, the Executive Board reviewed the Appendix V request to disestablish the American Indian Studies Interdepartmental Program (IDP) and establish the Department of American Indian Studies.

By unanimous vote, the Executive Board approved the initiation of the Appendix V action and formally assigned the Undergraduate Council as the designated committee. It is the Board's understanding that the Undergraduate Council will consult with other Senate committees as necessary, including the Graduate Council and Council on Planning and Budget as well as relevant administrators and students as it deems appropriate.

The Executive Board will schedule review by the Legislative Assembly once the Undergraduate Council's review is complete.

Sincerely,



Jody Kreiman  
Chair, UCLA Academic Senate

Cc: Estrella Arciba, Assistant Director, UCLA Academic Senate  
Kathy Bawn, Undergraduate Council Chair, UCLA Academic Senate  
Hilary Baxter, Executive Director, UC Academic Senate  
Jessica Cattelino, Vice Chair/Chair-Elect, UCLA Academic Senate  
April de Stefano, Executive Director, UCLA Academic Senate  
Elizabeth Feller, Assistant Director, UCLA Academic Senate  
Michael Levine, UCLA Interim Executive Vice Chancellor and Provost (EVCP)  
Julia Nelsen, Principal Policy Analyst, UCLA Academic Senate  
Emily Rose, Assistant Provost and Chief of Staff to the EVCP  
Jeff Roth, Associate Vice Chancellor, Office of Academic Planning and Budget  
Shane White, Immediate Past Chair, UCLA Academic Senate

April 27, 2022

To: Randall Akee, Chair  
American Indian Studies Interdepartmental Program

Re: **American Indian Studies IDP Disestablishment & Establishment of the Department of American Indian Studies**

At its meeting on April 27, 2022, the Committee on Rules and Jurisdiction (CR&J) reviewed the proposed bylaw amendment for the Department of American Indian Studies.

CR&J found that the proposed bylaws are consistent with the Code of the Academic Senate and correct in implementing the intent articulated in the proposal.

In order to move forward, there are a few editorial items the committee identified, which need to be addressed:

- The format of the bylaws should be adjusted so that the font and text size are consistent throughout the entire document.
- Section III (B) (1) currently states "There are three types of personnel actions..." The text then goes on to list four types, so the opening phrase should read "There are four types of personnel actions..." Further, the format of point (B) should match (A) above, and read as "Personnel Actions - There are four types of personnel actions: appointments which lead to Faculty Senate membership and those that do not; merit reviews for existing personnel; and promotion or hurdle reviews for existing personnel."
- The numbering of Section V(C) needs to be adjusted, as there are currently multiple V (C) (2) sections.

Once these edits are completed, they should be submitted to the Committee on Rules and Jurisdiction Analyst Lilia Valdez at [lvaldez@senate.ucla.edu](mailto:lvaldez@senate.ucla.edu). The Legislative Assembly will consider the proposed bylaws for the Department of American Indian Studies following the completion of these items. Following the creation of the Department, a vote by the department should be submitted to CR&J.

Sincerely,



David Blank, Chair  
Committee on Rules and Jurisdiction

cc: Kathleen Bawn, Chair, Undergraduate Council  
Randy Bucklin, Member, Committee on Rules and Jurisdiction  
Julia Nelsen, Principal Policy Analyst, Undergraduate Council  
Elizabeth Upton, Member, Committee on Rules and Jurisdiction  
Lilia Valdez, Senior Policy Analyst, Committee on Rules and Jurisdiction



UCLA Department of American Indian Studies Bylaws Draft  
*College of Letters and Science Graduate Council approval date*  
*Undergraduate Council approval dates (the Councils will insert approval date).*

September 16, 2021

Revised March 16, 2022

Revised May 4, 2022

**I. Bylaws**

- A. Bylaws: These bylaws contain the core governing principles for the American Indian Studies Department, hereafter “Department.” They should be read in tandem with the *Standing Rules and Procedures* of the Department that regulate current departmental practices.
- B. Amendment: Amendments to these bylaws may be proposed by any two voting members of the department. The written request to amend a bylaw will be referred to the Department Chair, or a written request of any two voting members may be forwarded to the Chair, which will then be brought to a departmental meeting for discussion. If the request is endorsed by a majority of the voting Faculty at a departmental meeting, an official ballot shall be sent to Faculty for a vote. An amendment is accepted if it is supported by at least a two-thirds majority of the Senate Faculty in a secret ballot. Not less than ten days prior to any regular or special meeting, at which addition to, amendment of, or deletion of all or any portion of the Bylaws is considered. The Department shall post to the Faculty a written notice of any such proposed addition, amendment, or deletion.
- C. Access: These bylaws shall be posted on the departmental website and be accessible without restriction. At the beginning of each academic year, the Chair will be responsible for distributing a copy of the bylaws to each voting member of the Department and designated student representatives. In addition, a copy of the bylaws shall be kept in the Chair's office.

**II. Department Membership and Meetings**

- A. Voting Membership:
  - 1. Membership in the Faculty of the Department is defined by Divisional Bylaws 50 (A) and 184. Members of the Academic Senate are Assistant, Associate, and Full Professors in the Regular Series who hold full, split or joint appointments (0-100%) within the Department. Faculty have voting rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the department.
  - 2. Additionally, Senior Lecturer (SOE), or titles in the Professor in Residence series who hold full, split or joint appointments (0-100%) in the Department are members of the Department. Faculty have voting

rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the department.

B. Non-Senate Faculty and other Departmental Personnel:

1. Non-Senate faculty and staff may attend departmental business meetings that are not expressly focused on personnel matters or discussions, place items on the agenda for departmental consideration and participate in deliberations.
2. As provided by The CALL, Appendix 4, Non-Senate faculty may not vote on personnel matters. Unless otherwise provided by vote of the faculty, non-ladder faculty are not eligible to vote at departmental meetings. These non-Senate faculty will also not be permitted to attend the meetings and discussions focused on personnel matters.
3. Emeriti faculty on recall have rights to participate and vote on substantial departmental questions in accordance with Senate Bylaw 55 (D)(3). However, recalled emeriti do not have voting rights on personnel actions.

C. Student Representatives: The American Indian Graduate Student Association and the Undergraduate American Indian Student Association shall designate one graduate and one undergraduate student from their respective membership to serve as student representatives to the Department for the academic year. Additionally, a graduate student from the Native American Lawyers Student Association shall designate one student from their membership to serve as a student representative to the Department for the academic year.

1. Such designations should be made by the appropriate undergraduate and graduate organizations no later than week 5 of the Fall Quarter.
2. Student representatives may attend and participate in all departmental meetings, except those dealing with personnel actions or other confidential matters as determined by the Chair.
3. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions.

D. Department Meetings:

1. Department meetings take place at the call of the departmental Chair, upon at least one week's notice. The Chair or a designated substitute presides at all meetings. There will at least one meeting per quarter within the academic year.
2. Per the Call (Bylaw 55, II-6, <http://www.apo.ucla.edu/call/append4.htm>), "upon the request of 2 Senate members, the Chair must schedule and hold a meeting within ten days." Any Senate member may also request that an item be placed upon the agenda of a previously scheduled meeting.

E. Minutes: Minutes of the department meetings shall be taken by a staff member and distributed in timely fashion to the voting faculty, as well as to designated student

representatives. These minutes are subject to approval by majority vote at a subsequent faculty meeting. Minutes shall include a list of individuals present at the meeting.

1. A copy of minutes from all departmental meetings will be preserved in the Chair's office, where any voting member of the department may consult them on demand.

### **III. Voting**

- A. General Department Business – This includes all non-personnel matters that the department will undertake during the course of a normal academic year. This business includes, but is not limited to, all aspects of teaching, service and student affairs for the American Indian Studies department.
- B. Personnel Actions – There are four types of personnel actions: appointments which lead to Faculty Senate membership and those that do not; merit reviews for existing personnel; and promotion or hurdle reviews for existing personnel.
- C. Quorum: One-half of the department members (as defined in Section II) not on leave at the time of the meeting constitutes a quorum to conduct department business during that quarter. One-half of the department members not on leave constitutes a quorum for personnel discussions as well. Meetings may be held virtually for non-personnel voting and meeting quorum purposes. For department meetings held entirely virtually or where one or more department members may attend virtually, quorum shall be established via roll call and members state names before speaking. Faculty members who cannot attend the meeting may also submit brief statements that the Chair is required to make available at the meeting. All departmental votes are majority votes unless otherwise specified in either the department's bylaws or those of the Senate. Department staff shall be in attendance as needed to assist with the recording of votes, minutes and reporting needs.
- D. Mode of Voting: Voting on departmental business is by a show of hands, unless a motion is made for a secret ballot. For votes other than personnel matters, where some or all department members are attending virtually, votes will occur by roll call or general consent instead of show of hands. Voting on personnel matters is by secret ballot only and subsequent to the meeting discussion; all voting members of the department receive 48 hours to cast a secret vote on personnel matters via a secure electronic system.
  1. Student Representative Voting. Student Representatives have an advisory vote at department meetings, and their vote is recorded separately from those of the faculty. Student Representatives may vote on all items or topics discussed except those set forth in this section. Student Representatives may not participate or vote in meetings dealing with collective bargaining issues or with personnel actions in connection with faculty advancement or appointment. Student Representatives may not participate or vote in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions. The Chair should ask the students to leave the meeting prior to any such discussions. Student Representatives can also request to place items on the agenda for departmental consideration, and, a student representative may put forth a motion but no student representative will be able to second that motion for voting purposes; a department faculty member will be required for a second of a motion.

- E. Zero percent appointments – Faculty have voting rights in the department except for voting on personnel actions, if there is a waiver for such actions that is signed by the member and the Department.

#### **IV. Officers**

- A. Chair: The Chair is appointed by the Chancellor upon the recommendation of the Dean of Social Sciences in consultation with the faculty of the department. The Chair serves at the Dean's discretion on an annual basis, although the term generally runs for three years with the possibility of renewal.
- B. Duties: The Chair holds fiduciary responsibility for the department and is responsible for the expenditure of resources and the administration of the program, acting in consultation with the faculty, as specified in APM -245(Appointment and Promotion: APM - 245 - Department Chairs). The Chair is responsible to the Chancellor through the Dean of Social Sciences. The Chair reports on the department's financial status to the Dean of Letters and Science at the end of each academic year. The main responsibilities of the Chair include:
  - 1. To make teaching assignments in accordance with the policy described in Academic Senate Regulation 750 and to assign other duties to members of the department staff.
  - 2. To prepare the schedule of courses and of times and places for class meetings.
  - 3. To establish and supervise procedures for compliance with University policy on the use of guest lecturers and Academic Senate Regulation 546 on special studies courses.
  - 4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides, subject to the terms of any pertinent Memorandum of Understanding.
  - 5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.
  - 6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)
  - 7. To report promptly the resignation or death of any member of the department.
  - 8. To be responsible for the custody and authorized use of University property assigned to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.
  - 9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.
  - 10. To maintain records and prepare reports in accord with University procedures.

11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.
  12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.
- C. Other Department Officers:
1. Acting Chair: The Chair will send a notification to the Dean and request for the Dean to name someone as the acting Chair during the Chair's absence. Notification of this designation should be given to all departmental staff, faculty, and students.
  2. Committee Chairs. From among the members of the faculty, the Chair of the department may appoint chairs of the following and/or other useful and necessary committees, assigning the responsibility of committee chair for the academic year in which its members serve: 1) Admissions/Awards, 2) Teaching Assistant Selection, 3) Undergraduate Program Concerns, 4) Graduate Program Concerns, and 5) Other committees which may be necessary for issues which emerge in the course of a particular Academic Year (e.g. hiring, preparing for an 8-year review, etc.).

## V. Department Committees

- A. Executive Committee – This committee contains one representative of all of the existing department committees and the Chair. The Chair will appoint the members for the Executive Committee from the membership of existing department committees. This Executive Committee may be constituted as needed for a term of one year by the Chair. Meetings of the Executive Committee will be called by the Chair when the department requires additional coordination across existing committees in certain years. The purpose of the Executive Committee is to make recommendations to and advise on urgent decisions in between, faculty meetings.
- B. Admissions Committee
1. The admissions committee will consist of a committee appointed by the Chair. Generally, the committee will consist of all department members. Decisions on the admissions of Masters students will be made by consensus at the meeting; in the event that consensus is not attained we will proceed to voting by majority. The meetings are generally held in early Winter quarter of each year.
- C. Ad Hoc Committees
1. Appointment Committee – This committee will be appointed as needed by the Department Chair. This committee will serve for the time period required to conduct an academic search for a faculty member (of any rank) through all aspects of the process to the hiring stage. All personnel decisions and votes related to appointments will be made according to the rules established in Section VI Personnel Actions.
  2. Personnel Committee. This committee will pre-review all merit actions and promotions and report their findings (or, if desired, recommendation)

to the meeting of those faculty eligible to vote . All personnel decisions and votes will be made according to the rules established in Section VI Personnel Actions.

3. Curriculum Review Committee – Meetings of the committee will be called as needed by the Chair when a review of the existing graduate or undergraduate curriculum is warranted. The committee will operate for the entire academic year unless a longer period is required and approved by the department Chair.
4. 8-Year and/or Other External Review Committee – This committee will be appointed as needed by the Department Chair to coordinate, respond and write up the reports or provide necessary information to either external or internal departmental reviews.
5. Any other committees as determined by departmental need and the approval of the Department Chair.

## **VI. Personnel Actions**

- A. Appointments for Regular Ladder Appointments: When a regular ladder appointment has been authorized by the Dean, the Chair shall appoint a search committee. Normally, the Search Committee will invite its leading candidates to campus in order to present a talk to the Department. It will then make a recommendation and write a report on the top candidate, which should be accessible to Department members at least ten working days before the departmental discussion and vote. If for any reason the Search Committee believes that the number of candidates invited should be reduced, or its procedure otherwise streamlined, it may seek approval of such change from the Chair, so long as the requested change is consistent with University regulations regarding searches. The committee will work in concert with the Chair to prepare a file and report for departmental discussion. Search Committees must adhere to all affirmative action laws, policies, and guidelines (<http://www.apo.ucla.edu/call/append5.htm> ).
  1. Voting. The vote on all personnel matters, including hiring, shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Student Participation. Student representatives (as defined in Section II C) shall serve as consulting members of the committee. These students will be asked to provide an evaluation in either written or oral form of the writings and public appearances of all candidates considered by the Search Committee, but may not under present University rules have access to confidential material (placement files, letters of recommendation, etc.). Other students may provide written evaluations to the search committee as well.
- B. Joint Appointments (0% in appointment in AIS). Faculty requesting a joint appointment should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans, as well as a CV. Requests for joint appointments will be considered in terms of the relevance of the individual's research and teaching to the Department, as well as the programmatic needs and long-terms goals of the Department.

1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Joint appointments shall have full voting rights in all departmental business including personnel actions in the absence of a mutual waiver of participation in personnel actions for the joint appointee.
  3. The AIS department does not conduct personnel reviews of these faculty members. However, a letter of support may be submitted on behalf of the AIS department to the another campus department or departments conducting a personnel review.
- C. Split Appointments (Greater than 0% appointment in AIS). Faculty requesting a greater than 0% appointment in American Indian Studies, or current split appointees seeking an increase or decrease in the percentage of their appointment held by the Department, should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans. A CV and copies of pertinent teaching evaluations should accompany the request.
1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Split appointments shall have full voting rights in all departmental business including personnel matters.
  3. Where American Indian Studies is not the primary appointment (or majority) department, a full, independent review will still occur for personnel actions. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
- D. Merit Cases – within rank increases in step and salary. The Ad Hoc Personnel Committee will pre-review the proposed action and present a report to the faculty. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.

- E. Promotion Personnel Review - There will be no personnel actions or votes conducted for joint appointees that have requested and received an approved joint appointment waiver from the Department as specified in Academic Personnel Appendix 15: Joint and Split Appointments. The Ad Hoc Personnel Committee will handle this activity as necessary when there are Promotion Personnel Reviews in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.



FACULTY EXECUTIVE COMMITTEE  
*College of Letters and Science*

A265 Murphy Hall  
Box 951571  
Los Angeles, California 90095

**To:** Randall Akee, Chair, American Indian Studies Interdepartmental Program

**Fr:** Jeffrey B. Lewis, Chair, College Faculty Executive Committee

**Date:** October 27, 2021

**Re:** **Proposal to create the Department of American Indian Studies (submitted September 24, 2021)** *Final approval terminates with the Academic Senate*

On behalf of the College Faculty Executive Committee (FEC), I want to thank Professor and Chair Akee, Associate Professor Goeman, Professor Kroskrity, and Associate Professor Speed for presenting your proposal at our meeting on October 15, 2021. I am pleased to inform you that the FEC approved your proposal to disestablish the American Indian Studies Interdepartmental Program and create the department of American Indian Studies (8 approve, 0 oppose, 0 abstain). The effective date of the FEC approval is Summer 2022.

The College FEC would like to commend your work on this important proposal. Members appreciated the detailed presentation and agreed that the time for the departmentalization for American Indian Studies is now. Departmentalization will allow UCLA to strengthen its position in the field by providing an appropriate structure for core faculty and potential new hires in addition to allowing more access to curricular and research opportunities for undergraduate and graduate students. A departmental structure promises to advance institutionally-aligned efforts related to equity, diversity, and inclusion and to contribute even more powerfully to the expanding landscape of indigenous studies nationally and globally. We are pleased that departmentalization will also afford the necessary infrastructure to strengthen connections with local tribal communities.

The intellectual and scholarly merits of the proposal being entirely self-evident, our deliberations focused on the organizational viability of the proposed department. Of course, the fundamental question for the establishment of any new department must be whether departmentalization best allows UCLA to contribute to an important field inquiry through the research of its scholars and training of its students. There is no doubt that the AIS proposal answers this question in the affirmative. The only real questions are: Given the scale and efficiency at which UCLA operates, has AIS reached the necessary size to function as a department in this environment? And, if not, are sufficient new resources available to grow it to that size?

While the AIS proposal discusses at some length all the ways in which its programs might be fruitfully expanded in the future and the ways in which departmentalization could contribute to that growth (including through philanthropic opportunities), central to our conclusion is that *AIS would be an entirely viable departmental unit on its current teaching and research footprint*. We confirmed this with the authors of the proposal in their visit to the College FEC. Further evidence is provided in the APB analysis which concludes that departmentalization would require “no additional resources for faculty, staff, space or equipment.” Finally, new programs in the College

allowing for the sharing of administrative staff in areas such as Academic Personnel further increase our confidence that AIS can operate efficiently as a department at its current size.

A final scale issue is whether AIS would have sufficient enrollments to warrant status as a department. AIS's 2014-2015 (most recent) Senate review recommended against departmentalization "given the[ir] current enrollment numbers" (Program Review, p. 10). The review went on to conclude that the question should be revisited if the recommended "exploration towards a more sustainable structure...produces a consensus towards departmentalization" (Program Review, p. 10). We believe that that consensus has been reached.

There is no doubt that, at least for the near future, AIS would have the lowest enrollments of any department in the College. In its highest enrollment year (AY19-20), AIS IDP enrollments were 75 percent of that of lowest-enrolling department in the College in that year (in AY19-20, AIS enrolled 806 students at all levels versus Comparative Literature's 1,123). We understand this and nevertheless conclude that AIS should be departmentalized.

While we appreciate the Senate review's concerns about the scale of AIS's teaching programs, at least two factors weigh against continuing to deny AIS departmental status on this basis. First, since their AY2014-15 review, the Senate has ruled out the possibility that IDPs can fully hold FTE. Thus, the Senate review's suggestion of housing FTE in the IDP as an alternative to departmentalization is no longer feasible. Second, we believe that simple counts do not reveal the full value of the AIS teaching programs. In particular, those programs are central to supporting an important student and California community. Enrollment data over from the last two academic years reveals that while 0.2 percent of all seats in UCLA classes were filled by students identifying as Native American, 20 percent of enrollees in AIS classes were Native Americans; this percentage increases to over 50 percent for graduate-level classes. Given that we have already departmentalized all of the other ethnic studies programs established at the same time as AIS whose enrollments disproportionately service other important California communities, we believe that it would be inappropriate not to afford AIS departmental status at this time.

By way of this letter, we are forwarding this proposal to Undergraduate Council and Graduate Council for review. The Councils will inform you about the next steps in the approval processes. Furthermore, we understand that the UC Office of the President, via its Coordinating Committee on Graduate Affairs (CCGA), must now be notified by letter of this proposal being considered by the UCLA Division of the Senate.

Thank you for bringing this proposal forward. You are welcome to contact me at [jblewis@ucla.edu](mailto:jblewis@ucla.edu) with questions. Leigh Harris, Director of Curricular Initiatives, is also available to assist you; she can be reached at [lharris@college.ucla.edu](mailto:lharris@college.ucla.edu).

cc: Estrella Arciba, Assistant Director, Academic Senate  
Kathleen Bawn, Chair, Undergraduate Council  
David Blank, Chair, Committee on Rules & Jurisdiction  
Erin Debenport, Vice Chair, College Faculty Executive Committee  
April de Stefano, Executive Director, Academic Senate  
Susan Ettner, Dean, Graduate Education, Graduate Division  
Adriana Galván, Dean, Undergraduate Education, Division of Undergraduate Education  
Mishuana Goeman, Associate Professor, Department of Gender Studies and American Indian Studies Interdepartmental Program  
Leigh Harris, Director of Curricular Initiatives, Undergraduate Education Initiatives  
Corey Hollis, Assistant Dean, Undergraduate Academic Support  
Darnell Hunt, Dean, Division of Social Sciences

Paul Kroskrity, Professor, Department of Anthropology and American Indian Studies  
Interdepartmental Program  
Leah A. Lievrouw, Chair, Graduate Council  
Blake Livesay, Research Analyst, Registrar's Office  
Claire McCluskey, Associate Registrar, Registrar's Office  
Donny Morada, Manager, Business Analyst Group, Registrar's Office  
Caleb "Q" Na, Assistant Dean, Division of Social Sciences  
Julia Nelsen, Principal Policy Analyst, Academic Senate  
Shannon Speed, Associate Professor, Department of Gender Studies, Anthropology, and  
American Indian Studies Interdepartmental Program  
Frank Wada, University Registrar, Registrar's Office  
Kelly Wahl, Director of Student Achievement and the Transfer Alliance Program, Division of  
Undergraduate Education  
Daniel Wong, Assistant Dean for Academic & Postdoctoral Services, Graduate Division

Attachments: Cover Letter  
AIS Departmentalization Proposal  
APB Resource Letter and Budget  
Dean's Letter of Support



INTERDEPARTMENTAL PROGRAM IN  
AMERICAN INDIAN STUDIES  
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(310) 825-6541 FAX (310) 206-7060

September 23, 2021

Dear UCLA Division of Undergraduate Education Faculty Executive Committee,

I am writing this letter as the Chair of the American Indian Studies (AIS) Interdepartmental Program (IDP). We request to have our departmentalization submission put on the next FEC meeting scheduled for Friday, October 15, 2021.

On July 6, 2020 we submitted our documents to start the process of departmentalization of the AIS IDP to the UCLA Dean of Social Sciences. We also submitted our budget to the UCLA Academic Planning and Budget office. We have received the APB's approval for our departmentalization process on February 22, 2021. I attach that letter signed by Associate Vice Chancellor Jeff Roth as well as the approved budget. We also attach the approval letter (dated March 30, 2021) from UCLA Social Sciences Dean Darnell Hunt as well.

I also am attaching our departmentalization proposal which describes our department mission, rationale for departmentalization and benefits to UCLA and the broader community. We have also attached the letters of commitment and support by existing AIS IDP faculty members for this departmentalization. We also provide letters of support from other UCLA Departments in Social Sciences and in other UCLA Schools as well. We have also attached our revised department bylaws after consultation with the UCLA Academic Senate Policy analyst. Finally, we also provide external letters of support for the departmentalization of the AIS IDP.

Please let me know if you require anything else on our end. If this is sufficient, could you please confirm that we will be on the upcoming agenda?

Sincerely,

Chair of American Indian Studies IDP  
Associate Professor of Public Policy



## Proposal for Departmental Status Submitted September 24, 2021

American Indian Studies Inter-departmental Program  
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# AIS IDP Departmentalization Outline

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## Executive Summary

### 1.0 Introduction and Mission Statement

The UCLA American Indian Studies (AIS) Interdepartmental Program (IDP) proudly acknowledges the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles Basin, So. Channel Islands) and is grateful to have the opportunity to work for the taraaxatom (Indigenous peoples) in this place. We are one of the oldest and most highly ranked programs in the country devoted to the study regarding, and engagement with, American Indians and Indigenous peoples of California and beyond, with a Major, Minor and Master's program. As a program within a land grant institution, we take seriously our mission to educate students and the public about the land, history, and ongoing effects of colonization on tribal lands and in urban centers, as well as the past, present, and future of Indigenous life and well-being. AIS classes at UCLA are taught by distinguished faculty leaders who collaborate with over 20 different Indigenous communities and dozens of community organizations. Our faculty have taken leadership roles in the UC system in regards to repatriation, appointment of a special advisor, and national leadership positions in disciplinary and interdisciplinary associations. Our goal in this interdisciplinary program, in addition to standard interdisciplinary educational goals such as critical thinking and research, is to give students the tools and skills they need to work with American Indian and Indigenous peoples, develop their own projects, and provide a broad understanding of American Indian and Indigenous issues, concepts and theoretical knowledge that will inform all disciplines. We teach a large number of students satisfying their diversity requirements, with the most recent waiting list holding at 85 students. As we grow and solidify our program, these numbers will only increase. AIS's influence also extends well beyond campus by increasing the number of students who go on to graduate programs across the country or take up leadership positions in tribal organizations. At the core of our program is excellence and rigor in American Indian and Indigenous studies.

The purpose of this proposal is to request the conversion of the academic IDP in American Indian Studies at UCLA to an academic Department that will be called the American Indian Studies Department, effective July 1, 2022. The Department will be housed in the Division of Social Sciences where the IDP is already housed, under the direction of the current SSC Dean. Departmentalization will bring no change to the degrees offered by AIS.

## **2.0 Mission of American Indian Studies**

The UCLA American Indian Studies IDP offers an undergraduate major, an undergraduate minor, and a two-year Master's degree. The IDP seeks to provide a multi-disciplinary, academic approach to studying contemporary issues, theories, concepts and problems in Indigenous communities, tribal nations and regions – both urban and rural as well as on an international scope. The program is designed to benefit, though is not limited to, the following populations: general interest undergraduate or graduate students, tribal community members, research scholars and instructors, and individuals seeking training and increased familiarity with these topics for future employment in tribal and other governments, or in social service, law and policy-related fields.

The program strives to merge the concerns of the academy with research aims of the Native and Indigenous nations and communities. The IDP advocates for a holistic framework for studying American Indian and other Indigenous societies, transcending traditional disciplinary boundaries. Our core faculty, affiliated faculty and lecturers represent a range of disciplinary fields that are concentrated in the humanities and social sciences, but also include professional fields, arts, and STEM fields. Through disciplines such as Law, Women's Studies, History, Public Health, Education, Anthropology and Sociology, the IDP offers a multi-faceted approach to examining the intersections of gender, race, class, language, identity and nationhood.

Given the lack of trained professionals with a background or familiarity with American Indian (and other Indigenous peoples') issues in California and elsewhere, the program seeks to respond to the training and research needs of Indigenous communities. One of



the primary goals of the IDP is to provide a formal context for scholars conducting American Indian research to exchange ideas and to share individual perspectives, philosophies and scholarly values. Our academic training serves as a catalyst for the expansion of textual materials, faculty development, student advancement, ethical engagement and research and publications relevant to contemporary Indigenous peoples.

## 2.1 Rationale for Departmentalization

American Indian Studies is the fourth, and final, Ethnic Studies program to transition to a department; we follow the lead of the Departments of African-American Studies, Asian American Studies and Chicana, Chicano and Central American Studies. Our intention in doing so reflects both the internal changes within UCLA and also the growing prominence of Native American and Indigenous Studies in the academy, both domestically and internationally.

Our faculty and programs at UCLA have had a consistent and significant presence in this growing field. Recently, the AIS IDP hosted the primary academic association's annual academic conference in 2018 in Los Angeles with over 2,000 participants from more than 20 countries in attendance. Currently, our AIS faculty member Shannon Speed is the president of the Native American and Indigenous Studies Association, the field's most prominent professional organization in the world. Faculty members edit two leading journals, the *American Indian Culture and Research Journal* and the *Journal of American Indian Education*. Departmentalization will enable us to bring to UCLA the current trends we practice in our professionalization. As the Universities of Michigan, Wisconsin, and others provide resources to grow this emerging field, we too will need to not only maintain our status but be competitive to recruit and retain top scholars and students. In 2020 UC Berkeley has already been approved for a six-person cluster hire in Native American Studies. Having the status of a department will maintain our global prominence in the field and UCLA as an undisputed scholarly leader.

The American Indian Studies Interdepartmental Program collaborates together across the UCLA divisions and schools on teaching, student and community programming, grants and research. However, to build student participation in these activities, and to guarantee faculty availability for teaching and mentoring, we need to create a department of AIS. This will facilitate continued growth and expansion of an already thriving undergraduate and graduate research environment within UCLA.

The American Indian Studies Center (AISC) and the AIS IDP will continue to work together in our future efforts; however, departmentalization will enable the new AIS department to pursue additional activities independent from the AISC. Our 2015 IDP review stated, “clear guidelines need to be established that articulate the differences between IDPs and CIIs” and this move to departmentalization will enable that particular distinction. Of course, it will be important in this process to develop a good model for the relationship between the AISC as an ORU and the new AIS department, so that they continue to work together to foster the best possible environment for American Indian Studies faculty and students.

Currently, American Indian Studies does not house FTE. The American Indian Studies Center currently has FTE, but in order to hire must seek out willing disciplinary homes for our faculty searches. Thus, AIS is not able to control its own intellectual course. It is unable to control teaching of the full four course load or to hire, house and evaluate for promotion. Once the IDP is departmentalized we will be able to provide a proper interdisciplinary home to hire the strongest candidates in American Indian and Indigenous Studies. These scholars would be either fully or partially in the American Indian Studies Department. Departmentalization will provide the new AIS faculty the power to better define the future of American Indian Studies at UCLA, based on its own priorities in hiring and other matters. Rather than being limited by the constraints, agendas and interests of other FTE-hosting departments, faculty located within Native American, American Indian, and Indigenous Studies will truly lead. In the past, replacing retired faculty and placement of new faculty has been difficult.

AIS is often constrained by the shared teaching responsibilities of our AIS faculty to their home departments which makes it difficult to offer the full extent of classes necessary for a well-functioning AIS program. The success of our faculty in awards and fellowships as well as leadership skills results in course releases and the need for replacements. The costs and hiring of qualified lecturers or graduate students to fill in for these courses is not under AIS purview. This means that our upper-division classes have been taught by lecturers, while our core faculty have taught large lecture classes to satisfy their home departmental needs where there may only be one to ten AIS students enrolled. AIS majors and minors and/or American Indian undergraduate students may have only one class with a core professor, and it may be a large lecture course that offers little opportunity for meaningful interactions or engagement. Departmentalization of the AIS IDP will ensure that teaching is prioritized for the AIS core. This will stabilize the undergraduate curriculum, and move us toward our goal of producing leaders in the field and in Indigenous communities and polities, as well as providing an institutional space to educate non-Indigenous students about the cultures, histories, politics and philosophies, contemporary issues and how to engage respectfully with Indigenous communities.

Departments represent the lifeblood of most academic disciplines in American university contexts and as such, departmentalization ensures the prioritization of AIS administrative faculty decisions in all personnel matters. As a department, we will be able to form ad hoc committees and/or be part of the ad hoc committees for all hurdle steps as well as weigh in on merit increases. Currently, our input on these personnel decisions differs depending upon the desires and relationships with the faculty-member's home department. While some departments engage the IDP in these processes and provide sufficient notice, others continue to marginalize the input of the IDP, even regarding the very faculty who owe their positions to American Indian Studies. Departmentalization will ensure that the faculty in the field of American Indian Studies will be evaluated in accordance with the standards that are congruent with the rest of the field.

Departmentalization will also allow us to expand our course offerings and as such, contribute more strategically to campus-wide diversity efforts. Stabilizing our core

teaching faculty will ensure our undergraduate courses are offered when needed and will enable us to offer more General Elective and upper division classes. Presently, the lack of stable FTE, and a hodge-podge of teaching agreements, have severely complicated our ability to address the needs of undergraduate teaching from the AIS IDP standpoint. We will fully redevelop the undergraduate curriculum post-departmentalization to ensure a state of the art major and minor that reflects the remarkable growth and expansion in the field and that will attract new majors as well as individuals from related majors.

We are currently a small unit, yet our value to the university goes beyond our size. Our AIS program serves as a crucial educational resource for the State of California. We are the premiere AIS program with the most extensive research and publication impact of any university in California and perhaps the nation as a whole. Additionally, California tribes give over \$53 million annually to educational programs and institutions and provide over 63,400 jobs state-wide. Well beyond such monetary support, our AIS program signals the continued importance and contributions of these populations to UCLA, California, and the nation. Our department will serve as an essential resource for UCLA as the university and its students continue to engage and interact with California Indian peoples and other Indigenous peoples around the country and the world. We are already known as the top in our field for our substantial community engagement. We seek departmental status that correlates with our positioning on an international stage.

## **2.2 Benefits to UCLA**

Departmentalization of American Indian Studies at UCLA will serve to fortify our entire UCLA community. We have the faculty and expertise to not only maintain our standing as a top-rated American Indian Studies program, but to provide a structure that ensures we grow along with the discipline. Not only does departmentalization show UCLA's commitment to fostering the goals of greater diversity, academic excellence, and community involvement but it also fulfills what has long been lost in land grant institutions—a commitment to local tribal communities—in UCLA's case, southern California tribes. We have the opportunity to serve local Indigenous communities, on

whose lands we are located, as well as those Indigenous peoples and communities who now call Los Angeles home. Creating cutting-edge opportunities for collaboration and research, for developing Indigenous and decolonized forms of teaching, and for a land-based pedagogy will enhance UCLA's standing as a university that substantially contributes to mobility income.<sup>1</sup>

AIS as a field began in the protest movements of the late 1960s with the occupation at Alcatraz Island, San Francisco in which UCLA undergraduate students participated. We have consistently served as a model of academic excellence while remaining politically aware and engaged. However, without departmentalization the faculty have been unable to completely fulfill the vision for the field and our students. We, at this moment, have the largest and most talented faculty cohort in the history of UCLA American Indian Studies. Our accomplished cohort of faculty fully support AIS departmentalization and see the need to participate in developing opportunities on a global scale. For example, students across disciplines have shown an increased interest in Indigenous studies; the AIS department will be able to provide expanded opportunities to explore these connections with their own disciplines. We also envision that additional graduate courses will serve students across different disciplines as research methods converge with protocols and complex structures of working in tribal communities.

Across the nine campuses of the UC system the breakdown of comparable programs is as follows:

- 2 AIS programs (UCLA and UC Berkeley)
- 1 formal Department (UC Davis)
- 3 AIS minors (UC Santa Barbara, UC Irvine with UCSD offering a minor as of July 1, 2020)
- Other UC campuses offer American Indian courses and topics covered within their ethnic studies departments.

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<sup>1</sup> <https://www.nytimes.com/interactive/projects/college-mobility/university-of-california-los-angeles>

Examples of non-UC schools with American Indian Studies/Native American Studies Departments within our consortium include: University of Minnesota, University of North Carolina-Pembroke, University of Oklahoma, University of Washington, University of North Dakota, Arizona State University, University of Arizona and Montana State University. There are a total of 48 universities in the U.S. that offer a BA (see Nelson's report in Appendix I).

Departmentalizing AIS at UCLA will secure our place of leadership and stability in the field. It will enable us to develop the dynamic curriculum, engaged student programs and ambitious philanthropic goals. Currently, the AIS program relies on the American Indian Studies Center for much of this effort

## **2.3 Benefit to the City of Los Angeles and Tribal Communities**

In Los Angeles, there is a rich history of Indigenous communities from all over the U.S. and, indeed, the world. Departmentalizing will enable us to make the structural changes needed to strengthen ties to the Indigenous communities that are from the region and those with ancestry elsewhere who are currently living in Los Angeles.

We have established a strong foundation of faculty research and participation with Indigenous communities in the Los Angeles region. For example, one faculty member serves as a speaker, researcher and consultant for the United American Indian Involvement (UAI), Los Angeles City/County Native American Indian Commission Community, Getty Research Center, and the Autry Museum of the American West. Another faculty member works on the Gabrielino-Tongva language, the original language of the Los Angeles Basin; she teaches a monthly community language class and maintains a Facebook page about the language, as well as continuing academic research and publishing on the language. She is a recent recipient of the prestigious Dickinson award for distinguished research after retirement. Faculty at UCLA have set the standard for University of California efforts to repatriate Native American ancestral remains, have completed major repatriation projects, have developed an online exhibition about repatriation, and serve on the systemwide committee developing repatriation policy. The collaborative [Mapping Indigenous Los Angeles](#) project

has helped retell the story of this city, been widely cited, and provided instructional materials for teachers across the city. A new million-dollar National Science Foundation grant, Diversity of Water Perspectives, brings campus scientists and social scientists together and aims to develop collaborative research with community members on the waters of the region; it will support a UCLA conference on Indigenous waters.

Recognizing that the University of California is a land grant university with ongoing obligations to the peoples whose lands were dispossessed, AIS faculty have collaborated with Indigenous peoples in Los Angeles to develop research best practices. That work was highlighted during the groundbreaking 2019 conference, “Lighting a Path Forward: UC Land Grants, Public Memory, and Tovaangar,” as part of the Special Advisor to the Chancellor programming and the AISC Fiftieth Anniversary programming. Over five-hundred participants attended throughout the two-days, many of whom were tribal leaders in the area. Forthcoming will be a paper on best practices for the retention and recruitment of American Indians by faculty, alumni, and a UC President’s Postdoctoral Fellow. Professor Goeman, as the first Special Advisor in the UC system, appointed in 2018, has advised the other UC system members of these positions. Our work has informed the UCOP NAGPRA Advisory Committee, to which our staff and faculty have been appointed.

With departmentalization, we will continue to build inclusion of more original inhabitants of Southern California and relocated American Indians, the Latin American Indigenous diaspora, and Pacific Islander communities. This collective knowledge preserves the cultural integrity of Indigenous Los Angeles and serves policy makers, educators, community organizers, city planners, and the community at large in understanding Indigenous peoples of Los Angeles. We are committed to reaffirming that Indigenous peoples of Los Angeles still reside here and share the cultural, geographic, and environmental landscape of the city with other city inhabitants, enhancing our collective talents, strengths and insights that make southern California a dynamic center of intellectual and creative growth.

The faculty foundation is also strong for scholarly connections with California Native communities beyond the Los Angeles Basin and with tribal communities outside of

California. For example, an economist has conducted research on property rights and land ownership on California (and other states') reservations, identifying how this affects investment decisions for tribal governments, as well as on the impacts on tribal communities of COVID-19. An anthropologist is collaborating with a tribal nation as they develop a water ethnography, under contract from a federal agency, that is aimed toward reshaping a major ecosystem restoration project. A legal scholar has worked with multiple tribal communities to examine tribal governance systems with regard to tribal court development, criminal jurisdiction, and constitutional revitalization, all issues with profound relevance to California Native Nations. She serves on the Supreme Court of an Indigenous nation and was Co-Chair for the United Nations Indigenous Peoples' Partnership Policy Board. A linguistic anthropologist has partnered with California Native communities to provide useful resources, such as an online dictionary with the Rancheria of Northfork Mono Indians, that enable communities to exercise their cultural sovereignty; he and a second linguistic anthropologist have provided language documentation and resources for the language revitalization of several Indigenous languages. A linguist has consulted with the Rincon reservation (about their Luiseño language program) and the Fort Mojave Reservation (about Mojave language), the Chickasaw Nation, Garifuna and Zapotec communities, and the Indigenous Ecuadorian Quichua language. An educational anthropologist is working with Indigenous schools and communities across the country on the revitalization of the Hawaiian, Diné, Ojibwe, and Mohawk languages. Furthermore, [Carrying Our Ancestors Home](#) is a recent project in which two of our faculty members work widely across southern California with tribal cultural resource managers to tell their stories of repatriation in order to inform their communities, academics and practitioners about best practices and the tolls that this labor takes on community members. This project uses Murkutu and pays special attention to tribal intellectual property rights. This project will expand internationally by hosting a community hub from Rapa Nui.

## 2.4 Letters of Commitment

The following UCLA AIS faculty members have written letters of commitment. Many are already deeply engaged in the development of American Indian and Indigenous Studies in their



disciplines. The cross-over of teaching, service, and research is not necessarily reflected in the percent that is being moved to AIS. Currently, our FTE base (located in AISC) means that our existing faculty will move through tenure in their appointed primary departments and not through AIS. We intend to stabilize the department by moving FTE into the AIS department.

- Randall Akee, Public Policy 100% to 50% AIS
- Tara Browner, Ethnomusicology 100% to 25% AIS
- Tria Blue Wakpa, World Arts and Culture 100% to 0% AIS (Reconsideration post-tenure)
- Jessica Cattelino, Anthropology 100% to 25% AIS
- Erin Debenport, Anthropology 100% to 0% AIS
- Mishuana Goeman, Gender Studies 100% to 50% AIS
- Paul Kroskrity, Anthropology 100% to 25% AIS
- Benjamin Madley, History 100% to 0%
- Kyle Mays, African American Studies 100% to 25% AIS
- Ananda Marin, Graduate School of Education and Information Studies 100% to 0% AIS
- Teresa McCarty, School of Education and Information Studies 100% to 0% AIS
- Nancy Marie Mithlo, Gender Studies 100% to 50% AIS
- Stella Nair, Art History and Architecture, Cotsen Institute, 0% (later 25%)
- Peter Nabokov, World Arts, Culture and Dance 100% to 50% AIS
- Angela R. Riley, Law 100% to 0% AIS
- Shannon Speed, Gender Studies 50% and Anthropology 50% to 25% AIS

**CORE FACULTY FTE SUPPORT LETTERS**  
**(25%-50% PARTICIPATION)**

#	Faculty Name	Percent FTE in AIS Department	Department/Division
1	Randall Akee	50%	Public Policy
2	Tara Browner	25%	Ethnomusicology
3	Jessica Cattelino	25%	Anthropology

4	Mishuana Goeman	50%	Gender Studies
5	Paul Kroskrity	25%	Anthropology
6	Benjamin Madley	0%	History *
6	Kyle Mays	25%	African American Studies*
7	Nancy Marie Mithlo	50%	Gender Studies
8	Peter Nabokov	50%	World Arts, Culture and Dance
9	Shannon Speed	25%	Gender Studies, Anthropology

\*MOU with primary department for two classes belonging to AIS

**CORE FACULTY FTE SUPPORT LETTERS  
(0% TEACHING AND PARTICIPATION)**

#	Faculty Name	Percent	Department/Division
1	Tria Blue Wakpa	0%	World Arts, Culture and Dance
2	Erin Debenport	0%	Anthropology
3	Ananda Marin	0%	School of Education and Information Studies
4	Teresa McCarty	0%	School of Education and Information Studies
5.	Stella Nair	0%	Art History and Architecture, Cotsen Institute
6.	Angela R. Riley	0%	Law*

\*MOU with primary school for service and two classes relevant to AIS in the Law School

Letters of Support:

- Vickie Mays, Psychology
- David Shorter, World Arts, Culture and Dance
- Greg Schachner, Archaeology
- Wendy Teeter, Curator of Archeology, Fowler Museum

### 3.0 Existing UCLA Current American Indian Studies Interdepartmental Program

Our current AIS IDP is located in the Division of Social Sciences, yet our faculty spans multiple UCLA divisions and schools, including the professional schools. We currently have 43 affiliated faculty, which includes a large spectrum of participation. There are 17 core faculty members that engage in the Faculty Advisory Committee, teach courses and chair our MA student committees. We have one new faculty member with a 50/50 teaching load in the AIS IDP; when she joins us in the 2020-2021 academic year we will have 18 core faculty members. Our by-laws define a faculty member as an individual who agrees to perform program/departmental responsibilities and meets one of the following criteria: hold a percentage appointment or have an MOU with a specified 50% teaching and service responsibility; serve the FAC; teach required courses; serve annually on an administrative committee (admissions, curriculum, Joint Degree) or serve regularly on thesis or exam committees of MA students; or teach key courses for the IDP Major.

### 3.1 History

The beginnings of the American Indian Studies program date to 1969, when students and community members petitioned UCLA to create a curriculum and research center concentrating on Native American history and culture. Many Native students at UCLA and community members felt that the University should serve as a national leader in conducting relevant research and disseminating accurate information about Native American issues, history and culture. UCLA rose to the challenge.

In 1970, then-Chancellor Young secured a five-year Ford Foundation grant for support of the American Indian Studies Center and the three other Ethnic Studies Centers on campus: the Asian American, African American and Chicana/Chicano Studies Centers. The Ford grant supported research, grant writing, a library, publications, and curriculum development. In the early 1970s, the budding program secured a Student Affairs position that was designed to focus on Native student retention and recruitment—an element that still exists to this day.

In 1975, in association with UCLA's commitment to the four Ethnic Studies Centers, the University created the Institute of American Cultures (IAC) to fund and distribute research grants and fellowships for Ethnic Studies driven scholarship. The IAC is still a vital source of funding for Ethnic Studies-related research on the UCLA campus. Few universities, much less with the academic caliber of UCLA offer such grants and scholarships.

During 1975-76, UCLA agreed to financially support four Ethnic Studies Centers—some of the first in the U.S. During this pivotal time in 1975, UCLA's American Indian Studies Center ORU was endowed with five faculty members. The Center was charged with faculty recruitment and development of Native scholars and scholars working in Native Studies.

In 1982, the Director of the AISC, Charlotte Heth, as well as faculty across campus such as Gary Nash, Ken Lincoln, Allegra Fuller Snyder and Paul Kroskrity created the program's master's degree in American Indian Studies and developed a series of core courses. In 1995, under AISC Director Duane Champagne and IDP Chair Paul Kroskrity, the faculty created UCLA's Undergraduate Minor in American Indian Studies. Nearly ten years later, the IDP established the Bachelor of Arts Degree program in American Indian Studies in 2002. Over the decades, UCLA has made a commitment to American Indian Studies and Native scholars. Our program is rooted in student movements of the 60s that pushed for academic institutions to do more. To this day, early programs like the IAC, Native recruitment and retention, the American Indian Studies Center, its Library and the *American Indian Culture and Research Journal* still thrive and continue to offer a strong foundation for American Indian Studies scholarship. UCLA's IDP is well-regarded as a feeder school for higher education. The students that graduate from the Master's program have gone on to PhD programs in multiple fields such as Anthropology, Education, American Studies, Ethnic Studies, Gender studies, American Indian Studies and other disciplines (see Appendix G). Others have followed the strong tradition at UCLA of Federal Indian Law and have used the Master's as a point of entry for Law School. Our

graduates are also tribal leaders taking up positions in tribal non-profit organizations, county and federal government sections as well as positions within their own tribal governance (see Appendix G). Among our graduates we count senators, artists, lawyers, professors, activists, organizers and many others who are enriching the lives of American Indian and Indigenous communities.

UCLA hosts one of the U.S.'s oldest programs in American Indian Studies. It is the highest-ranked university with an American Indian Studies M.A. degree-granting program and Graduate Council-approved certificate. We have offered some of the first community engagement courses at UCLA in our groundbreaking Working in Tribal Community classes. We are also part of the important Summer Institute for Global Indigenous Studies pipeline program, with an annual commitment to send at least 1 student and faculty to participate. To date, we are the only UC campus that has been invited to participate. This is a select group of schools located on the West Coast. AIS at UCLA offers students the ability to excel in an interdisciplinary fashion.

### 3.2 Undergraduate Program

The American Indian Studies undergraduate degree is designed for students who wish to explore American Indian Studies from a variety of interdisciplinary perspectives. Our program of study is housed in the College of Letters and Science, and it offers a group of related courses from various disciplines that are germane to American Indian studies. The major is considered a *capstone major*, which not only requires students to engage in an internship within the American Indian or Indigenous community, but also requires students to take initiative in writing a capstone thesis and making a presentation at our annual American Indian Research Symposium. The minor exposes students to Interdisciplinary American Indian-related research and literature in a number of different disciplines, such as American Indian studies, anthropology, economics, history, political science, sociology, and theater.

As of Spring 2020, we have 20 majors and 2 minors registered, though we find that additional minors typically register during the spring quarter. While the number of majors

and minors is currently modest, we anticipate that departmentalization will facilitate changes to the major and minor that will significantly increase these numbers as students find it easier to obtain the classes needed.

### **Learning Outcomes**

Students completing the American Indian Studies B.A. will:

- demonstrate a working knowledge of the field of American Indian and Indigenous Studies
- understand key approaches to working with American Indian and Indigenous peoples
- demonstrate the ability to construct well-written analytic essays and give an oral presentation for a seminar or other suitable venue
- conduct a research project that involves the consultation of scholarly literatures and presentation of evidence to support an argument

Students meet with the American Indian Studies undergraduate counselor to review the requirements, to complete the registration and petition forms, and to plan their course of study three quarters prior to graduation.

### **Entering the Minor**

To enter the minor, students must be in good academic standing (2.0 grade-point average) and completed AIS 10. Once they have completed 32 units and filed a petition with the American Indian Studies Academic Coordinator, they will have completed necessary requirements. All degree requirements, including the specific requirements for this minor, must be fulfilled within the unit maximum imposed by the College.

**Required Lower Division Courses (4 units):** American Indian Studies M10 with a grade of C or better.

*All courses must be completed with a grade of C or better. Please note that entry into some upper division classes, require a preparation course.*

**Required Upper Division Courses (28 units):** Seven courses selected from the following:

- (1) One American Indian languages and communication systems course
- (2) Two social sciences courses from American Indian Studies Social Science list (See coordinator for AIS List B)
- (3) Two humanistic perspectives on language and expressive culture courses from American Indian Studies (See coordinator for AIS List C)
- (4) Two History Classes: 149A and 149 B (*Recommended after Year 2 or after completion of one or more classes in the US History sequence*)

No more than two courses from a student's major may be counted. At least 16 units applied toward the minor must be taken in residence at UCLA and transfer credit for any of the above is subject to program approval; consultation with the interdepartmental adviser before enrolling in any courses for the minor is required. Four upper division courses (at least 4 units each) chosen from the departmental course list or from non-departmental electives are approved for AIS credit. Lists are available in the AIS main office or online.

All minor courses must be taken for a letter grade, with a minimum grade of C (2.0) in each and an overall C average. Successful completion of the minor is indicated on the transcript and diploma.

### **Entering the Capstone Major**

To enter the major, students must be in good academic standing (2.0 grade-point average) and have completed AIS 10. Once they have completed 44 units and filed a petition with the American Indian Studies Academic Coordinator, they will have completed necessary requirements. All degree requirements, including the specific requirements for this major, must be fulfilled within the unit maximum imposed by the College.

### **Required Lower Division Courses (4 units):**

American Indian Studies M10

*All courses must be completed with a grade of C or better. Please note that entry into some upper division classes, require a preparation course.*

**Required Upper Division Courses (32 units):** including:

- (1) One American Indian languages and communication systems course (See coordinator for AIS List A)
- (2) Either one ethnic/race/gender relations course or one comparative Indigenous studies course (See coordinator for List D)
- (3) Two social sciences courses from American Indian Studies Social Science list (See coordinator for AIS List B)
- (4) Two humanistic perspectives on language and expressive culture courses from American Indian Studies (See coordinator for AIS List C)
- (5) Two History Classes: 149A and 149 B (*Recommended after Year 2 or after completion of one or more classes in the US History sequence*)

**American Indian Studies, Working in Tribal Communities, C122SL (4 Units):** To be taken after completion of 20 Units of Upper division courses.

**American Indian Studies 199C (4 Units):** To be taken after completion of 20 Units of Upper division courses. Capstone Individual Studies Course

No more than two courses from a student's major may be counted. Transfer credit for any of the above is subject to program approval; consult the interdepartmental adviser before enrolling in any courses for the major not approved by AIS. Lists are available in the AIS main office or online.

All major courses must be taken for a letter grade, with a minimum grade of C (2.0) in each and an overall C average. Successful completion of the minor is indicated on the transcript and diploma.

### 3.3 Master's Degree Graduate Program



In 1982, UCLA established the first U.S. interdisciplinary Master of Arts program in American Indian Studies. Ranked among the best in American Indian Studies, the Master of Arts program draws on a diverse range of departments at UCLA. Students choose an area of concentration and conduct original research. Graduates are prepared to teach Native American studies, pursue more specialized graduate or professional training, or serve Indian programs and communities. Recent graduates have launched successful careers as tribal historians, museum curators, teachers, artists, filmmakers, tribal administrators, researchers, and professors. More than half of the graduates go on to a doctoral program or other advanced degree program (see Appendix G for a sample).

Graduates of the program are prepared to teach American Indian and Indigenous Studies, pursue specialized professional or graduate training; serve an administrative role in Native programs on/off the reservation. Once in the program, a minimum of 10 courses are required with most students finishing the program in 6 quarters (two years), by writing a thesis or taking a comprehensive exam.

Towards this end, we proposed in 2019 to maintain a 3-quarter sequence of coursework for the first year that allow for engagement with multiple faculty, while adding greater structure and accountability. It was approved in May 2019. In all, we are moving toward instituting a common trajectory of progress with quarter-by-quarter milestones, so that the student is prepped to start their thesis by the summer of their first year. This allows for research and community engagement. We provide support and guidance through the student's primary faculty advisor, departmental academic advisor, and IDP chair in mandatory meetings that work to move students to completion of a high-quality thesis.

In line with the recommendations of the academic senate's 2015 review of the American Indian Studies Interdepartmental Program, the IDP proposed changes to the M.A. in American Indian Studies and the new requirements were approved Spring 2019 and started in the 2019-2020 academic year. As of Winter 2020, we have 16 MA students.

### **Requirements for the Masters of Arts**

*Current M.A. requirements as of June 30, 2019*

- A minimum of ten courses is required for the degree, at least seven of which must be at the graduate level.
- Four courses from the American Indian Studies 200 series are required in the first year and must be completed for letter grades in the first year: American Indian Studies 201 (Fall Quarter), 202 (Winter Quarter), and two additional courses from the 203-208 series. (The program will ensure that the minimum of two classes in the 203-208 series will be offered.)
- In addition to the four required courses, students must complete a minimum of four courses with Indigenous content. Three of these must be graduate-level courses.
- We encourage students to select research sections from the 204 series that offer training in methods that will be applied to the thesis or be relevant to their exams.
- Two courses in the 500 series may be applied toward the degree requirement. *However, only one 596 course may be counted toward the minimum graduate course requirement.* The 500 series courses are individualized, independent study courses which permit students to pursue topics that are not available in existing courses. They may be used for a variety of purposes, including to make guided progress in writing the thesis or preparing for the comprehensive examination.
- Two additional courses are to be chosen from affiliated faculty offerings or approved by the Chair.

The courses in the 203-208 series are designed to keep students on track in the program and prepare them for working in tribal communities and/or to enter doctoral or professional programs. The objective of our program in the first year is to test for growth and progress in the student's written and analytical capabilities as well as to instill confidence in the student's capabilities and to prepare them for second-year work on the thesis or examination. Our long-standing research, teaching and faculty connections across divisions and professional makes our program unique and prepares graduates for the multidisciplinary perspective that defines a rigorous trajectory in American Indian professional fields by leading experts.

As much as schedules and home department releases allow, the Program staffs a given course with different faculty in sequential years. Each course is offered with the same course number, but students will be allowed to retake a class that contains different material. Faculty teaching in the sequence in a given year will coordinate with each other to ensure continuity. We have two main goals in mind with this structure: 1) to create a cohesive learning environment and class trajectory for our first-year students, providing them with grounding in core literature and interventions in the field and 2) to broaden the number of courses available to our graduate students after the first year by enabling them to enroll in core courses when taught by a different instructor with a different syllabus. This also gives graduate students access to our faculty across campus. The 204 series addressed methods and concentrates on a specific discipline as it relates to research ethics and methods in the field of American Indian and Indigenous studies. This will also enable students to demonstrate on their transcripts the breadth of knowledge they gained through the American Indian Studies courses.

Students may select either a thesis plan or a comprehensive examination plan to complete the program. The faculty members supervising the thesis or administering the comprehensive examination are selected by the student with the consent of the faculty committee after submitting a formal thesis proposal early in the fourth quarter of residence. Students choosing the comprehensive examination plan must demonstrate competency in the major and minor areas of study in a written examination.

### **3.4 Graduate Concentration in American Indian Studies**

The UCLA Interdepartmental Program of American Indian Studies offers a Concentration Certificate in American Indian Studies that allows graduate students enrolled in UCLA departments, programs and professional schools to acquire expertise and a credential in American Indian Studies. The requirements for the American Indian Studies Concentration are in addition to requirements in the primary department or school, and should be completed before advancing to candidacy. Upon completion of the requirements, a Certificate is issued by the American Indian Studies. Coursework is composed of four courses (16 units) as follows: A minimum of two AIS core courses (8 units) selected from: American Indian Studies 201-208 series. Two additional courses (8

units), either from the AIS core courses list above, or non-American Indian Studies electives, subject to departmental approval. Students also complete an essay on the interdisciplinary breadth of American Indian Studies in regard to their own research. For Certificate Completion the graduate student must receive a Grade of B+ or higher in all courses taken for the concentration. Electives must be approved to count for the concentration and should not deter from student's program coursework. We ask students to submit a copy of the course syllabus to the Academic Coordinator to request approval along with an unofficial transcript for review by the Academic Coordinator, upon completion of coursework. We also ask for attendance and brief responses to at least one affiliated lecture held at UCLA or in the larger Los Angeles community. This certificate is open to all students (Master's and PhD) at UCLA

### 3.5 American Indian Studies Graduate Courses

**AIS 200 Special Topics in American Indian Studies.** A departmental topics course offering an in-depth aspect of the field. The topic will be up to discretion of the instructor and will count toward elective credit.

**AIS 201 Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies.** In this weekly pro-seminar, members of the core and affiliated faculty will be invited to present approaches to interdisciplinary studies and discuss their own research. A core faculty member will coordinate participants with an eye toward including a wide range of faculty whose research and teaching balances disciplinary and theoretical approaches with interdisciplinary approaches to American Indian Studies and Indigenous Studies. The coordinating faculty member will be in charge of organizing the pro-seminar in Spring of the previous year and in the summer, moderating all meetings, compiling and assigning readings, and grading the final papers.

**AIS 202 Key Theories and Concepts in American Indian Studies.** This course relates debates in the field to key intellectual movements and concepts (such as sovereignty, self-determination, colonialism, decolonization, etc.) seminal to the field. It will explore concepts and critiques that contributed to development in American Indian and Indigenous communities thought and practices. The debates and interventions to be

considered concern changing boundaries of the field over time. Through the examining of key concepts in the field, students will be able to identify ethical issues in relation to research with Indigenous communities.

### **203 A New Directions in Native American History: Contact, Conflict, and**

**Survival** This seminar will involve the close reading of eight recent books, a presentation, the writing of a book review, and the creation of a substantial historiography or research paper. Discussions reference the themes of accommodation, adaptation, assimilation, agency, violence, resistance, and survival in Native American history while focusing on five historical questions at the heart of recent scholarship analyzing relations between Native Americans and newcomers.

**204 Contemporary Indigenous Governance and Policy** This course focuses on debates and interventions concerning methods of inquiry in policy, law and political relationships with institutions such as the US government and United Nations. It will examine the current relationships between American Indian tribes and Indigenous peoples and individuals within those communities. In this seminar, students will engage the development and exchange of scholarly information on theoretical and practical issues in law and policy and how it effects tribal peoples on the ground.

### **205 Qualitative Methods/Ethnography in American Indian and Indigenous**

**Communities** This course focuses on conceptual and methodological frameworks of ethnography related qualitative methods, including research design, grounded theory, the field note journal, participant observation, interviewing, incorporating media into ethnography, mapping, and social media analysis; major themes include the role of indigenous/insider researchers, the relationship between methods and research design, the relationship between theory and ethnographic methods, research ethics, and community collaboration. Topically, the content of the course will be based on the Instructor's particular field of inquiry in American Indian and Indigenous Studies. The class teaches methods in the context of topical issues and debates in American Indian Studies and Indigenous Studies.

## **206 American Indian and Indigenous Narrative Strategies and Literary**

**Methods** The field of literature is a key discipline to the development of American Indian Studies. American Indian literatures and narratives were a political force from the start of US and American Indian relationships. From early rhetorical practices to contemporary modes of expressing Indigenous life, these practices have served as anti-colonial tools. Storytelling exerts forms of intellectual sovereignty and disrupts settler colonial knowledge production. This course will examine the production of knowledge of American Indians and Indigenous peoples, forms of intellectual, cultural and visual sovereignty, rhetorical practices of self-representation, and narrative methods used by authors to address historical and contemporary American Indian issues. Students will undertake discourse analysis, theoretical interventions, close textual reading, and visual aspects of storytelling that are significant mechanisms to imagining Indigenous futurities.

## **207 Economic Principles and Economic Development in Indigenous**

**Communities** This course will familiarize students with the fundamental concepts, themes and principles of economic development. The setting will focus on indigenous communities broadly and will be contrasted (where appropriate) with other regions, countries and communities. Important concepts such as opportunity cost, economic trade-offs, adverse selection, moral hazard, and discount rates will be introduced through the use of existing research and case studies. Students that successfully complete the course will be familiar with these economic concepts and their correct usage. The course will also provide a broad overview of the current standing of indigenous communities (primarily in the US) in terms of microeconomic and macroeconomic development.

## **208 Native American Languages and Discourses of Indigeneity and Cultural**

**Sovereignty** This seminar will involve close reading and discussion of books and articles on a variety of topics relating to Native American languages and the discourse of Indigenous communities. Topics include critical language documentation, multilingualism, indigenous language practices, language ideologies, policies and

practices of publication and concealment, language revitalization, language and identity, language and the construction of place, storytelling and performance, community/academic collaboration, language as intellectual property, linguistic expressions of Indigeneity and cultural sovereignty.

**American Indian Studies M228—Seminar: Indian Law—Tribal Legal Systems**

Study of historic and contemporary legal systems of selected tribes, with emphasis on relationships among law, religion, and social order.

**American Indian Studies M238—Indian Law Clinic**

Students provide nonlitigation legal assistance to Native American tribal nations, mostly in California. Clinic services include development and modification of tribal legal codes and constitutional provisions, development of tribal courts and other dispute resolution processes, and drafting of intergovernmental agreements. Cross-cultural representation, legislative drafting, and intergovernmental negotiation skills stressed.

**American Indian Studies M267—Federal Indian Law**

Special legal status of American Indians and Indian tribes and tension between moral/legal claims and political forces. Sources and scope of federal, state, and tribal power on Indian reservations; property law concepts unique to Indian tribes and Indians; rights of American Indians in relation to federal, state, and tribal governments and federal trust relationship to Indians.

**American Indian Studies 596—Directed Individual Studies**

Tutorial, to be arranged, in which students pursue individual studies under the guidance of a faculty mentor.

**American Indian Studies 598—Research for and Preparation of M.A. Thesis**

Individual tutorial under direction of faculty mentor, for preparation of research data and writing of M.A. thesis.

### 3.6 M.A./J.D. Joint Degree Program

UCLA School of Law and UCLA's Interdepartmental Program in American Indian Studies offer a concurrent plan of study over four years that leads to both a J.D. and an M.A. This integrated program of study is designed to produce law graduates with a rich knowledge of tribal cultures that will increase their legal understanding, facilitate their practice in the field of Indian law and enhance their service to Indian nations. The UCLA Law School under the direction of Angela Riley in the Native Nations Institute, received a 5-year, \$1.3 million gift from the San Manuel Band of Mission Indians to support a full-time Tribal Legal Development Clinic, currently directed by Lauren VanSchilfgaarde (Cochiti Pueblo). The Tribal Legal Development Clinic is just one more area where our students will continue to engage their studies in service to American Indian communities. Our students in social sciences American Indian Studies are consistently invited to programming and participate in important and always developing legal scholarship at UCLA. Legal study includes relevant tribal, United States and international law. The coursework in American Indian Studies will continue to address the diverse histories, worldviews, values, languages and practices of North American tribes in relation to the law.

Satisfactory completion of (i) at least eighty-seven (87) Law School semester units, (including the first-year curriculum, specified Indian Law courses and elective courses), and (ii) at least twenty-eight (28) non-law American Indian Studies quarter units (including certain required courses and a thesis) is required.

As of Winter 2020, we have 2 JD/MA students and one of our Master's students will matriculate at the law school in 2020-2021.

### 4.0 Faculty/FTE

The department teaching and mentoring will be made up of the current core faculty who have either committed FTE to the department or have a 0% and an MOU that addresses teaching and service commitment. We also have several affiliated faculty at UCLA who



offer classes that count toward our major, minor and MA degrees, and who advise AIS master's students. Currently, we have the commitments from our existing faculty for moving FTE to the proposed department which will better reflect their MOUs and teaching obligations, as well as their field interests.

The UCLA campus is home to a significant number of Native American, American Indian, and Indigenous scholars. The faculty maintains a stellar reputation within the field for our interdisciplinary and geographic breadth. UCLA has been instrumental to the growth of Indigenous and settler-colonial studies. While we utilize our existing resources to maintain this position, we need to departmentalize to grow and lead. As part of departmentalization, we request five full-time, tenure-track faculty appointments over the course of the next ten years, in addition to the FTE currently held by the American Indian Studies Center, with the goal of reaching a total of ten ladder faculty. This will enable us to make hires in the humanities, for example, where we currently do not have “core” subject breadth. We will seek hiring opportunities through the UC President's Postdoctoral Fellowship Program, and the Chancellor's Postdoctoral Fellowship Program.

#### **4.1 Current Faculty (See below for those continuing and in what capacity)**

The following are faculty affiliated with the American Indian Studies IDP:

- Stephen B. Acabado, Anthropology
- Randall Akee, Public Policy
- Juliann Anesi, Gender Studies
- Stephen Aron, History
- Maylei Blackwell, Chicano/a Studies
- Tara Browner, Ethnomusicology
- Keith Camacho, Asian American Studies
- Jessica Cattelino, Anthropology
- Erin Debenport, Anthropology

- Nanibaa' Garrison, Institute for Society and Genetics and the Division of General Internal Medicine & Health Services Research
- Linda Garro, Anthropology
- Hanay Geiogamah, Theater
- Mishuana Goeman, Gender Studies
- Patricia Greenfield, Psychology
- Felicia Hodge, Nursing/Public Health
- Paul Kroskrity, Anthropology
- Ben Madley, History
- Ananda Marin, School of Education and Information Studies
- Vickie Mays, Psychology
- Kyle T. Mays, African American Studies
- Teresa McCarty, School of Education and Information Studies
- Peter Nabokov, World Arts Cultures and Dance
- Stella Nair, Art History
- Ellen Pearlstein, Information Studies
- Angela R. Riley, Law
- Greg Schachner, Anthropology
- David Delgado Shorter, World Arts Cultures and Dance
- Gaspar Rivera-Salgado, IRLE and Labor Center
- Shannon Speed, Gender Studies/Anthropology
- Ramesh Srinivasan, Information Studies and Design
- Kevin Terraciano, History
- Aradhna E. Tripathi, Earth, Planetary, and Space Sciences; Atmospheric and Oceanic Sciences; Institute of the Environment and Sustainability
- Concepcion Valadez, Education
- Tria Blu Wakpa, Worlds Arts Culture and Dance

## 4.2 Proposed Faculty

Core Faculty:

- Randall Akee, Public Policy
- Tara Browner, Ethnomusicology
- Jessica Cattelino, Anthropology
- Erin Debenport, Anthropology
- Mishuana Goeman, Gender Studies
- Paul Kroskrity, Anthropology
- Ben Madley, History
- Ananda Marin, School of Education and Information Studies
- Teresa McCarty, School of Education and Information Studies
- Nancy Mithlo, Gender Studies
- Stella Nair, Art History
- Peter Nabokov, Worlds Arts Culture and Dance
- Angela R. Riley, Law
- Greg Schachner, Anthropology
- Shannon Speed, Gender Studies/Anthropology
- Tria Blu Wakpa, Worlds Arts Culture and Dance

#### Affiliated Faculty

- Stephen B. Acabado, Anthropology
- Juliann Anesi, Gender Studies
- Stephen Aron, History
- Maylei Blackwell, Chicano/a Studies
- Keith Camacho, Asian American Studies
- Jaye Darby, Education
- Nanibaa' Garrison, Institute for Society and Genetics and the Division of General Internal Medicine & Health Services Research
- Linda Garro, Anthropology
- Hanay Geiogamah, Theater
- Patricia Greenfield, Psychology
- Felicia Hodge, Nursing/Public Health
- Vickie Mays, Psychology

- Ellen Pearlstein, Information Studies
- Sherene Razack, Gender Studies
- Gaspar Rivera Salgado, IRLE and Labor Center
- David Delgado Shorter, World Arts and Cultures
- Ramesh Srinivasan, Information Studies and Design
- Kevin Terraciano, History
- Aradhna E. Tripathi, Earth, Planetary, and Space Sciences; Atmospheric and Oceanic Sciences; Institute of the Environment and Sustainability

#### Emeritus

- Duane Champagne, Sociology
- Carole Goldberg, Law
- Pam Munro, Linguistics
- Nancy Reifel, Dentistry
- Concepcion Valadez, Education

### 5.0 Current Relationship with the American Indian Studies Center

The current relationship of the American Indian Studies Center (AISC) and the AIS IDP is one characterized by a spirit of cooperation and complementarity. In 1975, the Center was endowed with five faculty FTEs (full-time equivalents) and charged with faculty recruitment and development of scholars working in American Indian Studies. In 1982, the AISC faculty created the Interdepartmental Program (IDP) master's degree in American Indian Studies (AIS) and developed a series of core courses. In the mid-1990s, an undergraduate minor was added, and the B.A. and joint J.D./M.A. programs were created in 2002. Since the creation of the IDP, the Center has provided administrative and resource support to the AIS IDP.

The IDP is housed in a space allotted by the university solely to the AISC, not the IDP. This space includes a student lounge, computer work area, a TA office, and the office space for the IDP's MSO/academic coordinator. New refurbished computers were

installed in Fall 2019. Students study and often work in the AISC, in student space or in the AISC Library. The AISC also provides occasional administrative support, and we regularly collaborate on shared programming. The AISC Director, Shannon Speed, is faculty in Gender Studies and Anthropology, and regularly teaches in the IDP. The IDP Chair, Mishuana Goeman, also has served as the Associate Director of the AISC, and both Professor Speed and Professor Goeman serve on the FACs of both the IDP and the Center.

In addition, a number of the core faculty of the IDP/department are on FTE held by the AISC: Shannon Speed 1.0 (Gender Studies and Anthropology); Angela R. Riley 1.0 (Law); Randall Akee 1.0 (Public Policy); Tara Browner 1.0 (Ethnomusicology); Peter Nabokov .5 (World Arts and Cultures Department holds .5 FTE and houses); and Kyle Mays .5 (African American Studies holds .5 FTE and houses).

The American Indian Studies Center provides a stimulating intellectual home for our affiliated faculty, graduate students, and undergraduates. It also occasionally employs our graduate and undergraduate students in research-related positions and provides fellowship and scholarship support to IDP students. In the recent five-year review report, the AISC was commended for having developed an exemplary working relationship with the IDP, which served to foster the connection between teaching and research in the review period.

However, the closeness of the IDP and the Center do pose some challenges for the IDP, particularly with regard to finances, physical space, and identity branding. This has been a unique challenge with regard to faculty FTE, given the IDP's historic dependence on AISC resources. Most of the university and extended academy believe that there is no distinction between the IDP and the AISC. This meshing of our identities has benefited the local, national, and international reputations of both entities and UCLA as a place of dynamic research and instruction in American Indian Studies, broadly speaking. But it also has come at a tremendous and sustained cost to the IDP. This cost is evident in our lack of resources: faculty, space, staff, and development potential. Most importantly, the

IDP has not been able to benefit from the distribution of faculty FTE, although it is a teaching unit.

### 5.1 Proposed Relationship with the American Indian Studies Center

It is expected that the spirit of good will and collaboration between the AISC (an organized Research Unit) and AIS will continue after departmentalization. It is our intention to continue the collaborations that we have built and that reviewers have remarked upon, working together to foster the best possible environment for American Indian Studies faculty and students. We are aware that some other new departments have found this challenging. It is our intention to develop a strong model for the relationship between the Center and the department. One important way to facilitate a well-coordinated, mutually supportive relationship is to have new FTE (or some FTE) that will be designated for the department, while the faculty hired within them are housed in the new department. We will operate with the understanding that the Center Director will be a core member of the AIS Department faculty and an *ex officio* member of its Faculty Advisory Committee.

Beyond space and faculty FTE, the AISC has supported and will continue to support, the new department of American Indian Studies through the American Indian Studies Library discussed above. The library facilitates the best of teaching and research intersections for our proposed department. Our students feel welcome and supported, and our librarian came with experience working in and for tribal communities. The library is a strong advocate committed to the same department mission of working with tribal communities and the public.

The American Indian Studies Center Library has a dedicated, degreed librarian trained to aid faculty, graduate students, and researchers publishing articles, building digital tools, and authoring monographs and other publications at academic and other reputable presses. With a substantial output and track record already established in this area, the vehicle for scholarship production, as well as teaching and learning is fully supported by

the AISC Library. Department service-focused features such as mentoring Masters in Library and Information Science graduate students through unique internship opportunities, retaining reserve texts for course-assigned material in American Indian Studies and affiliated courses, and instructional and course support are all part of a university-engaged and student serving department. The Library provides through these and many other ways, resources that help sustain departmental activities and productivity.

The new department and AISC will also benefit mutually from sharing evaluative information, surveys of faculty, and fostering an intellectual community, all of which are key to developing the curriculum and bringing faculty in to the teaching in the new department. The AISC role of supporting faculty and student research and teaching interests is key to a successful intellectual program in the new department and, indeed, our campus's commitment to our Land Grant status.

## **6 Impact of Departmentalization**

### **6.1 Curriculum**

Departmentalization will enrich the undergraduate and graduate curricula because the number of faculty with split appointments in the American Indian Studies Department increasing, thereby strengthening, the number of faculty committed to teaching one or two courses in the American Indian Studies Department each year. Core courses would be staffed more easily, and funds previously used to buy these individuals out of home department teaching obligations would be freed to develop and staff new courses in American Indian Studies. We also would be able to ensure that those teaching in the core have at the heart of their disciplinary work an understanding of the current field of Native American and indigenous studies specifically and its development.

### **6.2 Enhancing Reputation**

As other schools work to “be the leader” in the UC, we are already renowned in this regard. We not only hope to keep our reputation as a leading scholarly institute, but enhance that reputation by ensuring we have on-going and working relationships with the local tribal base at UCLA. We

already are a place where Fulbright's and Post-doctoral fellows rely on UCLA faculty to sponsor or mentor them. By increasing the resources and structures of the department, we will clearly be the central place to develop ones skill sets and enhance these essential international collaborations.

### **6.3 Recruiting Faculty**

The reputation of American Indian Studies at UCLA is one of recruiting and mentoring stellar faculty across campus disciplines. Our faculty collaborate on grants, serve on graduate student committees, and do outreach to the wider Los Angeles and California communities. The influence of our faculty in the field of Native American, American Indian, and Indigenous Studies, while well-known throughout tribal communities and in academia, needs to be able to house recent PhDs looking for an interdisciplinary home in order to recruit them to UCLA. Departmentalization will allow us to house FTEs and thus be more appealing to those who have recently graduated in the context of an expanded and rapidly developing rigorous field. In addition, departmentalization would allow American Indian Studies to hire faculty whose primary identification is with American Indian Studies, or Indigenous Studies, as a professional discipline. At present, such potential faculty are very difficult if not impossible to hire because they are less compatible with the agendas of prospective "home" departments. To remain as one of the top universities in the country offering American Indian Studies, UCLA must be able to hire scholars trained in Settler-colonialism, American, and Indigenous Studies.

### **6.4 Serving Students**

Our commitment to providing student resources extends beyond those who are majors or minors in American Indian Studies or those in the M.A. program. Because of the small size of the American Indian population on campus who are not directly serviced by the Dean of Students programming and retention efforts, (2020 undergraduate admits consisted of a mere 135 self-identified American Indian students), AIS as an IDP offers extensive service that often can cross into student services that are located for other populations in the Student Association arm or Community Program Office (See below). For graduate students we also serve as a hub and an advisor for American Indian Graduate Students (AIGSA) which extends to American Indian



graduate students beyond the MA program. Our lounge, including printing and computer access, is open to all our students on campus regardless of majoring or minoring for AIS. Our SAO as a support staff advises students from South and North campus where at times American Indian and Indigenous students find themselves isolated. AIS as a discipline is structured by creating relational communities and our move toward departmentalization will ensure we have the resources, staff and ladder faculty to make sure all students have a home. This inevitably will lead to recruitment of more students and faculty who are committed to seeing them succeed. Organizations, such as American Indian Recruitment, Retention of American Indians Now, AISES, SACNAS, and the Admissions office, do offer help for all our undergraduate students though these student groups have recently been very distant from the teaching arm of the AIS IDP for reasons noted above. We have initiated quarterly meetings to support the students and are hoping this will lead to an increase in the coordinated effort of academic services we already provide students.

## **7 Required Resource Allocation**

### **7.1 Budget**

The IDP budget has been straining as our praxis and ambitions resemble a Department, but without departmental support. It is time to align the resources with the existing and planned work of the department. We sustain our funding largely through Graduate Opportunity Fellowships, Block Grants, lecturer funds, and TA allocation. In 2019-2020 we increased the TA needs for the Introduction to American Indian Studies (AIS10) from 4 TAs to 5 TAs for each quarter. We have greatly grown this particular diversity requirement over the last five years (see Appendix D). We still had an 85-student waitlist but unfortunately no classroom space to admit more students. Regular teaching faculty would enable us to create large lecture courses of interest to students that at present moment we do not have the resources to teach. The increased interest in Native American and Indigenous issues as well as a record of increased enrollments is an indicator that we have room to grow in our course offerings, yet a lack of resources hinders our ability to engage and provide the instructional services needed on campus.

## 7.2 Space

The AISC has provided administrative and resource support to the AIS IDP, including a student lounge and computer work area. New refurbished computers were installed in Fall 2017. Students from across campus study and often work in the Center, where the IDP's academic coordinator also has an office. The increase in Indigenous students to UCLA has resulted in increasingly cramped space. It is our desire to make sure that our students have access to our faculty offices and places to work. More space would benefit the new department by creating a scholarly community.

## 7.3 Staff

Currently we have only one full-time staff member for the IDP. Previously an MSO position was recommended, but the SAO component was missing in the transition of the single staff member. Currently our primary staff consists of an existing SAO II who was hired in October 2019 under the following job description:

Job Summary Statement:	<p>Direct and administer student affairs services for the Interdepartmental Program of American Indian Studies. Develop, implement and modify policies and procedures for the effective operation of administration, scheduling and enrollment, counseling services, events, outreach, alumni programs, undergraduate students and a thriving Masters graduate program. Work closely with faculty, staff, and all levels of undergraduate and graduate students.</p> <p>Major duties include class scheduling; faculty and Chairs support; data compilation and analysis; recordkeeping and assessment of academic progress; academic advising on degree requirements, campus policies and procedures; management of graduate admissions process; administration on financial aid, awards and scholarship programs; event</p>
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	planning and coordination in large part with the American Indian Studies Center.
Type of Supervision Received/Exercised:	Incumbent independently prioritizes and completes ongoing tasks following established guidelines and university policy. Incumbent exercises independent judgment and creativity to identify problems, interpret policy and procedures, recommend and implement solutions, and meet operational goals of the student affairs functions. Assignments are made by the chairs, the manager and guidance is provided by the both through informal personal discussion and by informal feedback from chairs, faculty, staff, students and campus agencies.

We still, however, needed MSO skills to maintain our IDP. The structure changed in 2019-2020, so that now the Department of Gender Studies provides additional staff support and expertise to maintain the financials and MSO responsibilities. The SAO of AIS reports directly to the MSO of Gender Studies, who holds a 5% position. This ensures that we have back up support to the multiple systems required to run a department in case of prolonged illness and ending of employment.

The Financial Manager of Gender Studies provides a 20% time to the IDP and covers the fiscal end of year, overseeing budgets, and serving as the liaison between the IDP and financial officers located in the college. This has worked very well as she has years of financial experience in the college and has been able to help us already structure our financials in line with the college expectations. She is invaluable to the running of our department and will enable us to move forward in important ways.

Furthermore, the social science academic personnel coordinator, Elliott Delgado, has recently been appointed in the Social Sciences for the smaller departments. When we departmentalize, we hope to be part of this cohort of small departments in the social

sciences who can avail APC of their services. Eventually, as we grow under departmentalization, we hope to hire an MSO full-time and maintain an SAO.

## 7.4 Equipment

The Department will need to be fully equipped with fax/copier/scanner machines; phone lines (including installation and maintenance) and answering machine or service in each office; two (2) for the central office; and computers and printers for each staff member, and for the student lounge; office furniture; water cooler; refrigerator and microwave. We also will need multi-media equipment for teaching and departmental administration. We have purchased a computer for the SAO and fax/scanner/copier using existing IDP funds for the student area.

## 8.0 Conclusion

American Studies at UCLA is currently comprised of leaders not only in the field of Native American and Indigenous Studies but also in their current home disciplines of Anthropology, Archaeology, Art History, Conservation, Economics, Ethnomusicology, Education, Digital Humanities, Gender Studies, History, Law, Linguistics, Science and Technology Studies, and Theater. They hold endowed chairs, serve as presidents and keynote speakers of their academic associations, and have been awarded Guggenheims, Brookings fellowships, distinguished scholar fellowships, book awards, National Academy appointments, National Endowment in the Humanities grants, National Science Foundation grants, and many more prestigious honors (see Appendix H). Consolidating the faculty through departmentalization will ensure that we are able to create a thriving teaching arm in line with the groundbreaking research we are already doing. Our faculty strength stems from their commitment to and practices of working with tribal communities. Harnessing this knowledge and expertise, and consolidating and disseminating it through departmentalization, will lead us into a stronger future of working with tribal communities and training UCLA students who also know how to do this important work.

Our Master's program is succeeding in its efforts to act as an important bridge to PhD programs for our alumni. Many of our MA students work in their tribal communities or non-profit

organizations, while others serve in national leadership roles. We see the importance of the MA program in these organizations as UCLA has a particularly important leadership role in Southern California. Our MA graduates have become politicians and government leaders as Indian education leaders. Others use our strong record of collaboration between AIS and the Law School to become important legal advocates in Federal Indian Law practice.

AIS leads students into a future that takes seriously the work of American Indian and Indigenous Studies by grounding it in material and methodological practices. We will continue this work by offering innovative classes and programming, in addition to mentoring the next generation of leaders. Departmentalization will provide AIS at UCLA with the structure, ladder faculty, and increasing financial support that can benefit all Bruins. The Department of American Indian Studies will excel in meeting the needs of our students, promoting diversity and excellence across divisions and professional schools, and fulfilling the moral and ethical obligations of our original land grant charter.

## **Appendix A: American Indian Studies Faculty Commitment letters**

**UCLA** Luskin School of Public Affairs

Department of Public Policy

*Advancing Knowledge in the Public Interest*

Dr. Randall Akee  
Associate Professor  
3250 Public Affairs Building  
Box 951656  
Los Angeles, CA 90095-1656  
Voice: 310-825-6934  
FAX: (310) 206-2381  
rakee@ucla.edu

Dr. Mishuana Goeman  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Associate Director of American Indian Studies Research Center  
University of California Los Angeles  
2216 Rolfe Hall and American Indian Studies  
Box 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

July 13, 2018

Dear Professor Goeman,

I am a firm supporter of the departmentalization of American Indian Studies at UCLA. I believe it will greatly enhance the ability of the program to serve the campus, its students, and increase our institution's commitment to diversity.

As an Associate Professor with an appointment in the American Indian Studies IDP and UCLA Luskin School of Public Affairs Department of Public Policy, I would like to participate in the proposed Department of American Indian Studies in the following manner:

**Appointment:**

I intend to move my entire 50% appointment from the American Indian Studies IDP over to the new Department of American Indian Studies when it is created. My current appointment is split evenly between the American Indian Studies IDP and UCLA Luskin School of Public Affairs Department of Public Policy. I will continue to have a 50% appointment in the Department of Public Policy and there will be no change there.

**Teaching:**

At the Undergraduate level, I would like to teach the following course(s):

1. Pacific Island Economic Development

At the graduate level, I would like to teach the following course(s):

1. Program Evaluation in Developing Countries and American Indian Communities
2. American Indian Studies M200d Economic Principles and Economic Development In Indigenous Communities

I prefer to have UCLA Luskin School of Public Affairs Department of Public Policy initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the UCLA Luskin School of Public Affairs Department of Public Policy and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Sincerely,



Randall Kekoa Quinones Akee

Associate Professor

rakee@ucla.edu





September 5, 2018

Dear Professor Mishuana Goeman,

I concur that the departmentalization of American Indian Studies at UCLA is an instrumental step in the program's ability to serve the University of California, Los Angeles's students and commitment to diversity.

As an Assistant Professor with an appointment in the Department of World Arts and Cultures/Dance, I would like to request a zero percent affiliation with American Indian Studies. I would also like to cross-list many of the courses that I will teach in the Department of Worlds Arts and Cultures/Dance with the proposed Department of American Indian Studies. I am willing to have these classes count towards the American Indian Studies major.

Because my interdisciplinary research and teaching center Native American and Indigenous dance and embodiment in educational and carceral contexts and utilize community-based and decolonizing methodologies and pedagogies, I am well positioned to cross-list multiple courses that I will teach in the Department of Worlds Arts and Cultures/Dance with the proposed Department of American Indian Studies. In 2017, I earned my Ph.D. in Ethnic Studies at the University of California, Berkeley with a focus in Native American Studies.

The courses that I cross-list may fulfill the following requirements: AIS 202 Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies, AIS 203 Key Theories and Concepts in American Indian Studies, AIS 204 Research Ethics and Methods in Working with Tribal Communities, 204 C Qualitative Methods/Ethnography in American Indian and Indigenous Communities, 204D American Indian and Indigenous Narrative Strategies and Literary Methods, and AIS 201 Special Topics in American Indian Studies.

As is customary in the Department of World Arts and Cultures/Dance, I request a waiver of the right to vote, so that the Department of Worlds Arts and Cultures/Dance initiates and takes responsibility for the processing of all personnel actions involved in my promotion and merit reviews.

I am excited about the possibility of departmentalization for American Indian Studies and working with American Indian Studies students, faculty, and staff at UCLA. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Tria Blu Wakpa". The script is fluid and cursive, with the first name "Tria" being the most prominent.

Tria Blu Wakpa, Ph.D.  
Assistant Professor, Dance Studies  
Department of World Arts and Cultures/Dance  
University of California, Los Angeles



January 8, 2019

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a professor of Ethnomusicology with an appointment in School of Music, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 25% (25%) of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

Ethnomusicology 106A: Traditional American Indian Music

Ethnomusicology 106B: Contemporary American Indian Music

At the graduate level, I would like to teach the following course(s):

Ethnomusicology 207: Seminar in American Indian Music

I prefer to have Ethnomusicology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Ethnomusicology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Sincerely,

A handwritten signature in cursive script that reads "Tara Browner".

Tara Browner, Professor

Department of Ethnomusicology



DEPARTMENT OF ANTHROPOLOGY  
 341 HAINES HALL  
 BOX 951553  
 LOS ANGELES, CA 90095-1553

August 3, 2018

Dear Professor Goeman:

I am writing in support of the departmentalization of American Indian Studies at UCLA. Departmentalization will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. UCLA is poised to become a strong leader in the field of American Indian Studies, and departmentalization is a logical next step.

As Associate Professor of Anthropology (with 0% in Gender Studies), I would like to participate in the proposed Department of American Indian Studies in the following manner:

**FTE:**

I intend to move 25% of my FTE to the new Department of American Indian Studies

**TEACHING:**

At the Undergraduate level, I would like to teach the following course(s):

- AIS 10 (introduction), in rotation with other faculty as desired/needed
- Settler Colonialism and the Politics of Indigeneity (which I've taught to undergraduates at the University of Chicago and Yale University)

At the graduate level, I would like to teach the following course(s):

- Ethnographic Methods
- Money and Economy (or, a variation on this, perhaps co-taught with Professor Randall Akee)
- I could also teach the Settler Colonialism seminar as a graduate course, and I'd be delighted to teach a seminar on a topic like The Cultural Politics of Water (or Environment and Indigeneity as a broader course)

I prefer to have the Department Anthropology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I

understand that both Anthropology and the proposed Department of American Indian Studies will participate in and vote on these personnel actions, with attention to research, teaching, and service.

Sincerely,

A handwritten signature in cursive script, reading "Jessica R. Cattelino".

Jessica R. Cattelino  
Associate Professor of Anthropology

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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DEPARTMENT OF ANTHROPOLOGY  
 341 HAINES HALL  
 BOX 951553  
 LOS ANGELES, CA 90095-1553

November 5, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. As an Associate Professor with an appointment in Anthropology, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 0% of my FTE over to the new Department of American Indian Studies

TEACHING: At the Undergraduate level, I would like to teach the following course(s):

Introduction to American Indian Studies  
 Native American Languages and their Speakers  
 Contemporary American Indian Issues

At the Graduate level, I would like to teach the following course(s):

Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies  
 Key Theories and Concepts in American Indian Studies  
 Research Ethics and Methods in Working with Tribal Communities  
 Qualitative Methods in Indigenous Communities  
 Native American Languages and Discourses of Indigeneity and Cultural Sovereignty  
 Special Topics: Critical Language Revitalization

I prefer to have the Department of Anthropology initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Anthropology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Many thanks,

A handwritten signature in black ink, appearing to read "Erin Debenport".

Erin Debenport  
 Associate Professor  
 UCLA Department of Anthropology

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DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Dear Committee,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity. As Chair, I know that we have full support of the affiliated faculty to move the program forward. A substantial program in AIS would benefit not only our students but departments training students in established disciplines. UCLA is uniquely qualified to produce excellent students as I have witnessed through sitting on numerous MA committees and in my various administrative capacities in the IDP including Chair, FAC Chair and participation in admissions. As an Associate Professor with an appointment in Gender Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 50% of my FTE over to the new Department of American Indian Studies

#### TEACHING:

At the Undergraduate level, I would be willing to teach the following course(s):

Introduction to American Indian Studies  
 Contemporary American Indian Issues  
 Native American and Indigenous Literatures

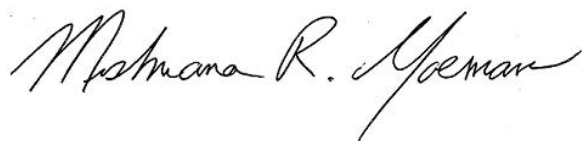
At the Graduate level, I already teach the Humanities core course and would be willing to teach the following course(s):

Introduction to Interdisciplinary Methods in American Indian and Indigenous Studies  
 Key Theories and Concepts in American Indian Studies  
 Research Ethics and Methods in Working with Tribal Communities  
 American Indian and Indigenous Narrative strategies and Literary Methods

Special Topics: Indigenous Geographies would be a class I would love to teach and is a very exciting part of the field at the moment. I could also teach a graduate level Native Feminisms class that would be cross-listed with my current department.



I prefer to have the Department of Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both Gender Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service. Sincerely,

A handwritten signature in black ink, reading "Mishuana R. Goeman". The signature is fluid and cursive, with the first name "Mishuana" being more prominent and the last name "Goeman" following in a similar style.

Mishuana Goeman (Tonawanda Band of Seneca), Associate Professor of Gender Studies  
Chair of American Indian Studies and Associate Director of American Indian Studies Research  
Center, Special Advisor to the Chancellor on Native American and Indigenous Affairs

May 10, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As Professor of Anthropology with an appointment in the Department of Anthropology, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 0% of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

Anthropology 155 Native American Languages and Their Speakers

American Indian Studies M162 Language Endangerment and Linguistic Revitalization

At the graduate level, I would like to teach the following course(s):

AIS 204F Native American Languages and Discourses of Indigeneity (new)

Anthropology 255 Native American Languages and Cultures

I prefer to have Professor Mishuana Goeman initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the Department of Anthropology and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Yours truly,

Paul V. Kroskrity

Professor of Anthropology

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DEPARTMENT OF HISTORY  
6265 BUNCHE HALL  
BOX 951473  
LOS ANGELES, CA 90095-1473

PHONE: (310) 825-4601  
FAX: (310) 206-9630

May 4, 2020

**Professor Mishuana Goeman**

Chair, American Indian Studies Interdepartmental Program  
University of California, Los Angeles  
Los Angeles, California

Dear Professor Goeman,

I write to offer my support for the departmentalization of UCLA's American Indian Studies Interdepartmental Program. As a former chair of this program, I agree that departmentalization will enhance the ability of American Indian Studies to serve UCLA, our students, and our diversity mission.

As an Associate Professor with a 100 percent appointment in the Department of History, I would like to participate in the future American Indian Studies Department as follows: Because of my involvement in History Department committee work and my upcoming position as the History Department's United States Field Coordinator, I plan to work with the new American Indian Studies with a 0 percent appointment.

At the undergraduate level, I would be happy to teach my History Department lectures courses HIST149A, "American Indian History to 1830" as well as HIST149B, "American Indian History, 1830-Present."

At the graduate level, I would be happy to teach my cross-listed graduate seminar, American Indian Studies M200A / History M200W, "New Directions in Native American History: Contact, Conflict, and Survival."

Thank you for all of your important work as chair of the American Indian Studies Interdepartmental Program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ben Madley", enclosed in a rectangular box.

**Dr. Benjamin Madley**

Associate Professor  
Department of History  
University of California, Los Angeles  
Madley@ucla.edu



GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES  
MOORE HALL  
BOX 951521  
LOS ANGELES, CALIFORNIA 90095-1521

28 December 2018

Professor Mishuana Goeman  
Director, American Indian Studies Interdisciplinary Program  
1120 Rolfe Hall, Box 951504, UCLA

Dear Dr. Goeman,

This letter is in strong support of the proposal to departmentalize the American Indian Studies (AIS) Program at UCLA. Since joining the UCLA faculty in July 2016, I have been honored to serve as an Affiliated Faculty member with AIS. In this role, I have had the opportunity to mentor AIS master's students and serve as a member on thesis committees. AIS students have also enrolled in the Qualitative Methods courses that I teach in my home Department. As an Assistant Professor in the Department of Education and an Affiliated Faculty member with AIS, I also had the honor of co-hosting the May 2018 Indigenous Education Preconference convened in conjunction with AIS's and AISC's leadership of the 2018 Native American and Indigenous Studies Association (NAISA) Annual Conference.

Departmentalization will greatly enhance the ability of American Indian Studies to serve the campus, its students, and the local Native American community. Given the prominence of the AIS Program and its international reach, departmentalization is an important and essential next step. Although I am unable to commit to teaching AIS courses or move my FTE because I teach the 3-quarter core Qualitative Methods sequence for my home Department, I will seek a 0% appointment in AIS and will continue active involvement in numerous other ways. As an AIS Department faculty member I will continue to:

- advise and mentor AIS students.
- reserve slots in my Qualitative Methods courses for AIS students to support them in meeting the AIS methodology course requirement and in undertaking their thesis projects.
- serve on AIS committees and remain active in AIS events and initiatives.
- seek ways to enhance AIS collaboration with the Education Department and Graduate School of Education and Information Studies.

Please let me know if there are other ways that I can support this important initiative. Thank you for your leadership.

Sincerely,

Ananda Marin, Ph.D.  
Assistant Professor of Social Research Methodology  
Affiliate Faculty, American Indian Studies Interdisciplinary Program

June 6, 2020

Dear Professor Mishuana Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As an Assistant Professor with an appointment in the Department of African American Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 50% of my FTE over to the new Department of American Indian Studies

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

AM IND M10: Intro to American Indian Studies

AM IND 122: Afro-Indigenous History

At the graduate level, I would like to teach the following course(s):

AM IND M200A: Advanced Historiography

AM IND 201: Urban Indian Histories

I prefer to have the Department of African American Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both African American Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Yours truly,

Kyle T. Mays, Ph.D.

Assistant Professor

Department of African American Studies & the American Indian Studies Center

University of California, Los Angeles



GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES  
MOORE HALL  
BOX 951521  
LOS ANGELES, CALIFORNIA 90095-1521

22 December 2018

Professor Mishuana Goeman  
Director, American Indian Studies Interdisciplinary Program  
1120 Rolfe Hall, Box 951504, UCLA

Dear Dr. Goeman,

This letter is in strong support of the proposal to departmentalize the American Indian Studies (AIS) Program at UCLA. Since joining the UCLA faculty in January 2013, I have been honored to serve as an Affiliated Faculty member with AIS. I currently serve on the AIS Faculty Advisory Committee. In this role I have had the opportunity to work on AIS-related search committees (e.g., the search for a new director of the American Indian Studies Research Center) and to advise and mentor AIS master's students. This has also provided the opportunity to co-host international gatherings of AIS scholars at UCLA, as exemplified by the May 2018 Indigenous Education Preconference convened in conjunction with AIS's and AISC's leadership of the 2018 Native American and Indigenous Studies Association (NAISA) Annual Conference in downtown Los Angeles.

Given the international standing of UCLA's AIS Program, departmentalization is an important – indeed a necessary – next step. Although I am unable to commit to teaching AIS courses or move my FTE because I teach the 3-quarter core Qualitative Methods sequence for my home Department, I will seek a 0% appointment in AIS and will continue active involvement in numerous other ways. First, as an AIS Department faculty member I will continue to advise and mentor AIS students. Second, I will continue to reserve slots in my Qualitative Methods courses for AIS students to support them in meeting the AIS methodology course requirement and in undertaking their thesis projects. Third, I will continue to serve on AIS committees and remain active in AIS events and initiatives. Fourth, I will continue to seek ways to enhance AIS collaboration with the Education Department and Graduate School of Education and Information Studies, such as that exemplified with the 2018 NAISA Indigenous Education Preconference at UCLA.

Please let me know if there are other ways that I can support this important initiative—and thank you for your leadership.

Sincerely,

Teresa L. McCarty, Ph.D.  
GF Kneller Chair in Education and Anthropology  
Faculty, American Indian Studies Interdisciplinary Program



DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Dr. Darnell Hunt  
 Dean of Social Sciences  
 University of California Los Angeles

Dear Dean Darnell Hunt,

Thank you for this opportunity to express my strong support of the emergent American Indian Studies department at UCLA. As a new hire, I am excited about the possibilities ahead for the university to expand its already strong leadership position as a national and international center for Indigenous research, teaching and service.

As you know, UCLA hosts one of the nation's oldest and most well-regarded programs of American Indian Studies. In addition, Los Angeles County is home to more American Indians/Alaska Natives (AIANs) than any other county in the United States, with the overall American Indian population rates increasing almost twice as fast as the total U.S. population. Our excellent staff, faculty and students are poised to make strong contributions to our community and state with the benefits that departmentalization will bring.

As a Professor of Gender Studies, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE: I intend to move 50% of my FTE over to the new Department of American Indian Studies

TEACHING: At the Undergraduate level, I would like to teach the following course(s):  
 American Indian Studies 188— Representing Culture, Ethnicity and Race in American Museums  
 American Indian Studies M200C—Contemporary Issues of the American Indian  
 American Indian Studies 187/201— Special Topics in American Indian Studies

At the graduate level, I would like to teach the following course(s):  
 204 C Qualitative Methods/Ethnography in American Indian and Indigenous Communities  
 AIS 201 Special Topics in American Indian Studies

In addition, I will be building new courses in my areas of research including art, museums, film, archives and media representations.

I prefer to have the Department of Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that both the Department of Gender Studies and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

Thank you for the work you are accomplishing to ensure the diversity of our university and to forward research and teaching promoting equity and plurality. It is a pleasure to serve the university under your administration.

Sincerely,

*Nancy Marie Mithlo*

Nancy Marie Mithlo, Ph.D.  
Department of Gender Studies



Dear Committee:

As a current UCLA faculty member who has associated with the our American Indian Studies Program for nearly twenty years, I wish to commit myself to the departmentalization effort for American Indian Studies at UCLA. I know such an upgrade on its home campus profile and capacity to enable our students to full develop their research and pedagogical skills will not only benefit our immediate community and our sister campuses up and down the state of California but, indeed, our ability to turn out American Indian and non-Indian professionals for posts in and out of academia in the American Indian Studies area across the nation and beyond..

Although I personally will be officially retiring from UCLA after the 2020-2021 academic year, it is my fervent hope that my 50% FTE appointment (presently paired with the other 50% in my official home department, World Arts and Cultures/Dance), would be moved over to the new Department of American Indian Studies.

Please advise me if I need to go into any further detail regarding specific courses I have taught or that might be shared or cross-listed with WAC/D, or any further clarifications you wish.

Very truly yours,

Peter Nabokov, Professor

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ART HISTORY  
 DODD 100  
 P.O. BOX 951417  
 LOS ANGELES, CALIFORNIA 90095-1417  
 (310) 206-6905  
 FAX (310) 206-1903

December 31, 2018

Dear Professor Goeman,

I believe that departmentalization will greatly enhance the ability of American Indian Studies to serve the Los Angeles and Southern California tribal communities, educate our students, and enhance research on American Indian topics among faculty and students alike.

As an Associate Professor currently holding 100% appointment in the Department of Art History, I would like to participate in the following manner. Because of my currently heavy commitment to service in Art History and the Cotsen Institute of Archaeology (where I am Director of two laboratories), I would like to begin my work with the new American Indian Studies Department with a 0% percent appointment. However, once my service in these other units on campus have lessened, I would like to have the opportunity to increase my commitment and thus move a portion of my FTE to the new American Indian Studies Department (25-50%).

As for teaching, I will continue to teach my GE survey "Art and Architecture of the Ancient Americas" for the Department of Art History (which covers earliest art, architecture, and urbanism in the Americas up to AD 1450), but will pursue a cross listing for the course with American Indian Studies. I would then like to develop a new GE survey: "Indigenous Art and Architecture of Americas, AD 1450 to the present" which would explore the last 500 years of urban, architecture, and artistic achievements across the Americas. In addition, I would be happy to teach (in rotation with Nancy Mithlo), the new graduate seminar on American Indian arts. I would also be interested in developing new courses for American Indian Studies, such as: Native American Architecture and Conservation, American Indian Construction and Engineering, Building Conservation Studio/Collaboration with Tribal Communities as well as a developing a summer study abroad program where students from UCLA can collaborate with native communities in the Andean region to study and preserve their built heritage.

Sincerely,

*Stella E. Nair*

Stella Nair

Associate Professor



ANGELA R. RILEY  
PROFESSOR OF LAW

DIRECTOR  
UCLA NATIVE NATIONS LAW AND POLICY CENTER

SCHOOL OF LAW  
BOX 951476  
LOS ANGELES, CALIFORNIA 90095-1476  
Phone: (310) 206-3760  
email: [riley@law.ucla.edu](mailto:riley@law.ucla.edu)

October 22, 2018

Dear Professor Goeman,

I agree that the departmentalization of American Indian Studies at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a Professor with an appointment in the Law School, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to seek authorization from my Dean and faculty to obtain a 0% appointment in the new Department of American Indian Studies.

TEACHING:

Pursuant to my agreement, I intend to continue to offer cross-listing with American Indian Studies graduate students (and, where applicable, non-AIS graduate students across campus) to support the curricular offerings in American Indian Studies. In the past, this has consisted of a range of courses from Federal Indian Law I, Cultural Property (Seminar), Good Native Governance (Seminar), and Art and Cultural Property Law. In no year are all of these courses offered.

I prefer to have the School of Law initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews.

Your truly,

A handwritten signature in black ink, appearing to read "Angela R. Riley". The signature is stylized with a large, sweeping initial 'A' and a long horizontal stroke at the end.

Angela R. Riley  
Professor of Law  
Director, Native Nations Law and Policy Center

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA · SANTA CRUZ

June 14, 2018

DEPARTMENT OF ANTHOPOLOGY  
341 HAINES HALL  
BOX 951553  
LOS ANGELES, CALIFORNIA 90095-1553  
(310) 825-2055 FAX (310) 206-7833

Dean Hunt,

I am writing in support of the proposed departmentalization of American Indian Studies at UCLA. Departmentalization of this long running IDP would enhance the ability of the program to serve undergraduate and graduate students, the California American Indian community (and American Indian communities more broadly), and continue UCLA's commitment to diversity. UCLA's already nationally recognized American Indian Studies program and faculty would move even further among the leading programs in the nation. If departmentalization occurs, I would remain an affiliate of the program, happily contributing to teaching and mentoring efforts for students working with American Indian communities, and teaching courses about American Indian history.

Please give your full consideration to this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Schachner", is written over a horizontal line.

Greg Schachner



May 17, 2018

Dear Dr. Goeman:

I agree that the departmentalization of American Indian Studies (AIS) at UCLA will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As a professor in World Arts and Cultures/Dance, I would like to participate in the proposed Department of American Indian Studies by making some of my courses available as electives for AIS students. For example, W33: Colonialism and Resistance; W187: Indigenous Film; W210: Ethnography of/as Colonialisms; W220: Language, Culture, Ontology could reasonably serve AIS students both on the undergraduate and graduate levels.

Several other courses, such as CM140/240: Healing, Ritual and Transformation or when I teach W202: Research Methodologies, could be taken as electives or as the classroom components of an Independent Study enabling a student to focus primarily on the indigenous subject matter within the course.

Since 2008, I have been available to work with both undergraduate students and graduate students pursuing education in Indigenous Studies, broadly conceived. While maintaining my commitment to students within my own department, I will continue to welcome these Indigenous Studies students as advisees, considering of course my workload and the overlap of scholarly interests and methods.

As before, my full line, service, and teaching are needed in my Department more than ever. Still, I do support of American Indian Studies seeking to expand and fortify its program toward departmentalization.

Yours truly,

David Delgado Shorter  
Professor, World Arts and Cultures/Dance  
Director, Wiki for Indigenous Languages  
Director, Archive of Healing, Ritual, and Transformation



June 21, 2018

Dear Professor Goeman,

I am writing to express my support for the departmentalization of American Indian Studies at UCLA. Departmentalization will greatly enhance the ability of the program to serve the campus, its students, and our institution's commitment to diversity.

As an Associate Professor with an appointment in Gender Studies and Anthropology, and Director of the American Indian Studies Center, I would like to participate in the proposed Department of American Indian Studies in the following manner:

FTE:

I intend to move 25% of my FTE over to the new Department of American Indian Studies, with the potential of later moving an additional 25%

TEACHING:

At the Undergraduate level, I would like to teach the following course(s):

AIS M10

AIS M161 Comparative Indigenous Societies

At the graduate level, I would be willing to teach the following course(s):

202

203

204

204B

204C

I prefer to have Gender Studies initiate and take responsibility for the processing of all personnel actions involved in my promotion and merit reviews. I understand that Gender Studies, Anthropology, and the proposed Department of American Indian Studies will participate and vote in these personnel actions on research, teaching, and service.

My best,

A handwritten signature in dark ink, appearing to read "Shannon Speed". The signature is fluid and stylized, with large loops and a long horizontal stroke at the end.

Shannon Speed (Chickasaw)  
Director of the American Indian Studies Center

Associate Professor of Gender Studies and Anthropology  
UCLA

## **Appendix B: Studies Social Science Departments and Centers American Indian Support Letters**



JENNIFER L. MNOOKIN  
RALPH AND SHIRLEY SHAPIRO PROFESSOR OF LAW

SCHOOL OF LAW  
BOX 951476  
LOS ANGELES, CALIFORNIA 90095-1476  
Phone: (310) 825-8202  
Email: mnookin@law.ucla.edu

May 14, 2020

Dr. Mishuana Goeman  
Interdepartmental Program in  
American Indian Studies  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA 90095

Dear Dr. Goeman,

I write to express my full support for the departmentalization of the American Indian Studies Interdepartmental Program into the American Indian Studies Department. The School of Law has a long-established, close relationship working with the Interdepartmental Program in American Indian Studies and we look forward to continuing this relationship as the program moves into a departmental status.

Federal Indian Law is a significant and important area of study for students at the law school. Each year, the law school enrolls a small set of students who are deeply committed to studying in the field and the core course in Federal Indian Law, offered by the law school each year, fulfills requirements for our specializations in both Critical Race Studies and Public Interest Law.

UCLA Law students and faculty have also benefited tremendously from the opportunities afforded by cross-listed courses with the American Indian Studies IDP. Cross-listed courses include the core course in Federal Indian law, as well as other courses offered by Professor Carole Goldberg, Professor Angela Riley, Lauren van Schilfgaarde, Director of the Tribal Legal Development Clinic and Joseph Berra, the Human Rights in the Americas Project Director with the Promise Institute for Human Rights at UCLA School of Law. These shared curricular offerings benefit our students, as well as the law faculty who play an integral role within both American Indian Studies and the law school communities. We look forward to continuing to see opportunities for our students and faculty to flourish with the establishment of a new American Indian Studies Department.

The School of Law and the Interdepartmental Program in American Indian Studies also offer a dual degree, in which a student may earn both a JD and M.A degree in four years of concurrent study. The program is designed to train law graduates with a rich understanding of tribal cultures that will increase their legal understanding, facilitate their practice in the field of Indian law and enhance their service to Indian nations. This dual degree opportunity is significant to a small, but committed, subset of our students, and the availability of the degree is also valuable in our recruiting efforts each year. We look forward to continuing this offering with the new American Indian Studies Department.

Page 2

Across these curricular offerings, the law school and our students and faculty benefit from an ongoing relationship with faculty across campus working in the area of American Indian Studies and we very much support American Indian Studies in their efforts to departmentalize.

Please do not hesitate to let me know if more information would be beneficial.

Sincerely,

A handwritten signature in black ink, appearing to read "Jen L. Mnookin". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jennifer L. Mnookin  
Dean and David G. Price and Dallas P. Price Professor of Law

Dr. Mishuana Goeman, Chair  
American Indian Studies Interdepartmental Program  
2225 Rolfe Hall  
UCLA

June 19, 2020

Dear Dr. Goeman,

We, the American Indian Graduate Student Association (AIGSA), and the American Indian Student Association (AISA) write in support of the American Indian Studies Interdepartmental Program (AIS IDP) as they seek departmentalization at UCLA. AIGSA and AISA include participation from American Indians, Indigenous peoples, Two-Spirit/LGBTQIA, and allies who aim to provide a space to support one another and advance our research and commitment to uplifting our communities. Departmentalization will promote the AIS IDP's mission of producing community-minded scholars who are devoted to tribal interests and conducting indigenous research practices.

We support departmentalization as it secures our academic excellence as well as our professional and personal development. Under the current IDP model, faculty members must prioritize their home departments before determining their course offerings to AIS undergraduate and graduate students. As such, all other UCLA departments impact and limit which courses the AIS IDP can offer each quarter. As departmentalization establishes faculty appointments, AIS course determinations will focus on student needs instead of other UCLA departments. Prioritizing the offerings of AIS courses for undergraduates and graduates will ensure AIS students work towards degree completion. Additionally, the resulting budget from departmentalization will significantly stabilize AIS operations for the future. A larger budget will maintain permanent staffing to allow for AIS to house faculty, enabling faculty to focus solely on AIS research and availability for major, minor, and graduate courses.

Most importantly, increasing the AIS budget will ensure student retention and removal of academic barriers. Departmentalization will enable AIS to provide financial resources and student programs to promote academic achievement for AIS undergraduate and graduate students. Because of the underrepresentation of American Indians in higher education, AIS faculty appointments will secure the self-belonging of Native identifying students at UCLA. Students will benefit significantly from stronger mentor/mentee relationships with their professors as they see themselves represented in academia. Ensuring that Native identifying students have a secure academic foundation at UCLA will enable their continued success and future endeavors after degree completion. With departmentalization, faculty will create a college experience for AIS students that will lead them to enhance their academic and professional careers.

Departmentalization also demonstrates UCLA's commitment to AIS. We know that UCLA has made an effort to increase American Indian and Indigenous participation on campus with initiatives from the Medical School and Office of the Chancellor. As these new initiatives continue to gain traction, they will require prolonged studies directed by scholars of Indigeneity and American Indian Tribal Nations. North America is home to diverse American Indian, First Nations, and Indigenous communities that each have their unique epistemological, social, and spiritual frameworks that deserve safe harbor in one of the United States' most elite universities: UCLA. Departmentalization of the AIS IDP ensures that American Indian and Indigenous communities continue vital intellectual and social innovation to support academic excellence, governance, community building, and healing.

UCLA is truly fortunate to have a thirty-year heritage of the AIS IDP. It is time to expand our critical infrastructure. With only a handful of departments nationwide, UCLA should seize this opportunity to support research by and for American Indian communities. This move uplifts American Indian and Indigenous communities in Los Angeles and beyond.

Given these reasons, AIGSA and AISA are pleased to support the AIS IDP as it seeks departmentalization.

For all our relations,

UCLA's American Indian Graduate Student Association

UCLA's American Indian Student Association



Item 3.2  
3220 Campbell Hall  
BOX 951548  
Los Angeles, CA 90095-  
1548  
  
PHONE: 310-825-7315  
FAX: 310-206-7060  
E-MAIL: aisc@ucla.edu  
www.aisc.ucla.edu

Dr. Mishuana Goeman  
Chair, American Indian Studies IDP  
Associate Professor, Gender Studies  
Special Advisor to the Chancellor on Native American and Indigenous Affairs

April 25, 2020

Dear Dr. Goeman,

I am writing on behalf of the American Indian Studies Center (AISC) and our Faculty Advisory Council (FAC) to express our enthusiastic support for the transition of the American Indian Studies (AIS) IDP to an AIS department.

American Indian Studies is a critically important and rapidly growing field, and UCLA is uniquely positioned to quickly become one of the most outstanding departments in the country. The AIS IDP was born out of our center's mission, to create a space for Native students, faculty and staff, and to educate about historical and contemporary Native American issues. The creation of this department will bring us into line with the other three ethnic studies centers/departments and will AIS teaching and ethnic studies teaching overall. Further, the creation of a department will expand the role that AIS already plays in strengthening diversity on the UCLA campus. All of us in the ASIC are excited about teaching for, collaborating with, and uplifting the mission of the new AIS department.

We also wish to express our view that it will be important for the university to set the new department in motion on a strong financial footing. We assume that the university will empower the new department with the necessary resources to ensure its success, including faculty FTE and adequate space to house it.

Please feel free to contact me should any further information be needed.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Speed". The signature is fluid and stylized, with a large loop at the end.

Dr. Shannon Speed (Chickasaw)  
Director, American Indian Studies Center  
Professor of Gender Studies and Anthropology  
President, Native American and Indigenous Studies Association (NAISA)



DEPARTMENT OF ANTHROPOLOGY  
341 HAINES HALL  
BOX 951553  
LOS ANGELES, CALIFORNIA 90095-1553  
PHONE: (310) 825-2055  
FAX: (310) 206-7833

[www.anthro.ucla.edu](http://www.anthro.ucla.edu)

To: Dr. Mishuana Goeman  
Chair, American Indian Studies IDP

From: C. Jason Throop  
Chair, Department of Anthropology

Date: May 13th, 2020

Re: Letter of Support for AIS Departmentalization

Dear Chair Goeman,

I am writing to convey the Department of Anthropology's enthusiastic support for UCLA's American Indian Studies Interdepartmental Program (IDP)'s efforts to become departmentalized. Given the strong synergistic links that currently exist between AIS and our Department, including a number of our faculty who are actively affiliated with the IDP and various of cross-listed courses shared between us, we see many exciting ways that our Departments can continue to collaborate and mutually support one another in the future. In preparation for this letter, we had an extremely supportive discussion about the contemporary and historical significance of AIS's departmentalization. Our faculty's overwhelming support for this effort is also reflected in our near unanimous departmental vote on the matter (22 approve, 1 disapprove, 0 abstain).

Please let me know if there is anything further you need from us as you move forward with your efforts toward the Departmentalization of AIS.

Best,


A handwritten signature in black ink, appearing to be "C. Jason Throop", written in a stylized, cursive-like font.

C. Jason Throop  
Professor and Chair



May 12, 2020

TO: Professor Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies

FR: Karen Umemoto, Ph.D.   
Helen and Morgan Chu Chair  
Director, Asian American Studies Center

RE: Creation of the American Indian Studies Department

On behalf of the Asian American Studies Center and as a member of the faculty of the Asian American Studies Center, I would like to express my enthusiastic support for the creation of the American Indian Studies Department. The new department will join three other ethnic studies departments in providing a departmental home for an academic program that has been operating as an Interdepartmental Program (IDP) under the steady stewardship of the American Indian Studies Center. As we celebrate the 50<sup>th</sup> anniversary of ethnic studies at UCLA, it is fitting if not overdue that UCLA establish a department for this last of the four ethnic studies fields yet to make this transition. Departmentalization of the IDP will provide a proper academic home with the requisite infrastructure to build and expand its academic offerings and expand its faculty. This will also allow the AISC to focus more of its resources on research, publications, and related activities as an Organized Research Unit working in collaboration with the AIS Department.

As the campus has made advances in recognizing and honoring the Tongva and Gabrielino peoples who were the original caretakers of the land upon which UCLA sits, so too will the establishment of the AIS Department allow for broader dissemination of the history, contributions and current struggles of Native peoples in the United States and the Americas. This occurs as an important time when the knowledge that resides in Native communities, among Indigenous scholars, and in the episteme and practices of Native peoples can play a critical role in our collective well-being as a culturally diverse society and as a living planet.

The American Indian Studies Center has played a vital role in the evolution of Native American scholarship and in supporting the pipeline of Indigenous scholars for at least five decades. We would celebrate this milestone event of departmentalization as we move into the next 50 years.



Asian American Studies Department  
3336 Rolfe Hall, Box 957225  
Los Angeles, California 90095-7225

Phone: (310) 267-5592  
Fax: (310) 267-5590  
<http://asianam.ucla.edu>

May 14, 2020

Dear Chair Goeman,

On behalf of the Asian American Studies Department, it is my honor provide this letter of support for the departmentalization of American Indian Studies at UCLA. This letter also reaffirms the commitment of the Asian American Studies Department to the existing relationship our faculty, students, and staff have had with the American Indian Studies IDP. With departmentalization, we hope to then build on that relationship with you and your unit as your capacities, needs, and opportunities grow.

We are proud to share important history with you, and we look forward to our exciting future together with your departmentalization. Our field has strived to share a longstanding commitment to engaged scholarly work that serves social and economic justice, the critical study of colonialisms, and relevant education rooted in the unique experiences, histories, and conditions of those whose very existence both challenges the validity of the making of the modern world and imagines realities beyond its reach. Asian American/Pacific Islander Studies is fundamentally enabled and deeply inspired by the committed intellectual work of indigenous studies from the earliest days of our field and into the future of the work to which we have devoted ourselves. Our fields were established to transform the academy in truly meaningful ways, and the departmentalization of American Indian Studies is vitally necessary for that meaningful transformation. The Asian American Studies Department remains ready to support American Indian Studies as you make this institutional transition, and for generation after generation after your departmentalization is established. We are grateful for the indispensable work you do and will do to make UCLA the intellectual center that we believe it can be, and that we need it to be.

Many thanks for this opportunity to express the support of the Asian American Studies Department for the work you are doing, and specifically our support for your departmentalization which will bring new and needed developments for our campus.

Sincerely,

Victor Bascara, Chair  
Asian American Studies Department  
3333 Rolfe Hall  
University of California | Los Angeles  
Los Angeles, CA 90095





UCLA CHICANO STUDIES RESEARCH CENTER  
193 HAINES HALL  
BOX 951544  
LOS ANGELES, CA 90095-1544  
PHONE: (310) 825-2363  
FAX: (310) 206-1784  
[www.chicano.ucla.edu](http://www.chicano.ucla.edu)

May 15, 2020

Dr. Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA 90095-1548

Dear Professor Goeman:

On behalf of the Chicano Studies Research Center and its sixty-five affiliated faculty across the College and eleven professional schools, I am pleased to provide a letter of support for the departmentalization of the American Indian Studies Interdepartmental Program.

The Chicano Studies Research Center was founded in 1969 alongside the American Indian Studies Center, Asian American Studies Center and Bunche Center for African American Studies. Over the past fifty years UCLA has welcomed an increasingly diverse student body that has relied on these centers and their correlative interdepartmental degree programs (IDPs) to expand their education, scholarship, and sense of campus community and civic engagement. Of these four IDPs, only American Indian Studies has yet to be departmentalized. In light of the University's commitment to diversity and its recent implementation of a land acknowledgement recognizing its existence on unceded territory, an American Indian Studies Department will be a vital, valued, and complementary addition to this university.

In recent years, the CSRC has witnessed not only a growing number of Latinx students, but an increasing number who are interested in Indigenous Studies. We see this not only in library reference requests, but in the events that students themselves organize. There is a clear need for a department that will focus on working with tribal communities and Indigenous peoples as well as on the advancement of a multidisciplinary approach that is attentive to local to international frameworks. We expect there will be strong enrollment in the department's courses. The IDP already has an excellent core faculty who will serve undergraduate and graduate students as teachers, trainers, and mentors. They will also guide other campus faculty, departments, and research units on best practices when conducting research in American Indian and Indigenous communities. Last but certainly not least, the groundbreaking scholarship by the current faculty as well as the contributions of future majors will further enhance UCLA's standing as a leading site for education, research, and civic engagement grounded in these best practices.

The CSRC has long benefited from its partnership with the American Indian Studies IDP and looks to continue that relationship as the IDP becomes a department.

Sincerely,

A handwritten signature in cursive script that reads "Chon Noriega".

Chon Noriega  
Director and Professor



Interdepartmental Program on the Conservation of  
Archaeological and Ethnographic Materials  
A210 Fowler Building  
308 Charles E. Young Drive North  
Los Angeles, CA 90095  
(310) 825-9407

April 22, 2020

Dr. Mishuana Goeman  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Special Advisor to the Chancellor on Native American and Indigenous Affairs, UCLA

Dear Dr. Goeman,

I write with strong support of the American Indian Studies Interdepartmental Program (AIS) application to become a department. This status will strengthen the program's ability to continue the important work it has already accomplished. The program is well-known for its collaboration with tribal communities and Indigenous peoples in its research and teaching initiatives. It is also well-known for undergraduate and graduate courses that attract students from across the campus.

As a Chair of an Interdepartmental Program in the Social Sciences, I am aware of the challenges placed on faculty growth, as no faculty may hold tenure in an IDP and each new hire requires a collaborating department. Such split or joint appointments make it difficult for an IDP to marshal the faculty commitments needed. The past work of your faculty has been nothing short of phenomenal. As a department, your faculty will no doubt achieve even more.

The UCLA/Getty Conservation Program in the Conservation of Archaeological and Ethnographic Materials has a special and valued relationship with AIS. Professor Ellen Pearlstein is an Affiliated Faculty member of AIS and has engaged with your faculty and students over a number of years. She teaches courses in the study and conservation of Native American artifacts from a number of tribal museums, and works with your faculty and students on collaborative exercises. This partnership deeply enriches our program, and provides valuable experience for our students.

The field of cultural heritage conservation has grown over recent years to more effectively collaborate with Indigenous representatives. In the past, we assumed that our scientific and materials based approach to understanding cultural materials should dictate how collections are exhibited and preserved. More recent models share research and decision-making with representatives of cultures who created items in collections. These models facilitate a better understanding of spiritual embodiment, the need to actively use items in traditional rituals, and the

need to incorporate traditional care procedures into museum practice. Collaboration also informs our field about the traditional and contemporary function and material composition of collections.

These new practices are nascent, and partnering with faculty and students from AIS helps our program advance knowledge through our teaching, publication, and community engagement. Becoming a department is a timely, and it is needed. Your application comes with my strongest endorsement.

Sincerely,

A handwritten signature in cursive script, likely reading "Glenn Wharton".

Glenn Wharton  
Lore and Gerald Cunard Chair, UCLA/Getty Conservation Program  
Professor, Art History and Conservation of Material Culture

UNIVERSITY OF CALIFORNIA, LOS ANGELES



UCLA

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SANTA BARBARA • SANTA CRUZ

PROFESSOR OF

ECONOMICS  
UCLA DEPARTMENT OF ECONOMICS  
BUNCHE HALL 9272  
BOX 951477  
LOS ANGELES, CALIFORNIA 90095-1477  
PHONE (310) 825-4249  
FAX (310) 825-1011  
[costa@econ.ucla.edu](mailto:costa@econ.ucla.edu)  
<http://www.econ.ucla.edu/costa/>

May 14, 2020

Dear Mishuana,

Given that UCLA has departments in Gender Studies, Asian-American Studies, African-American Studies, and Chicano/a Studies, it only seems fair that UCLA should have a department for American Indian Studies. I would, however, urge the Administration to think through how small departments can share staff and other resources to take advantage of economies of scale.

With best of luck in this new endeavor,

A handwritten signature in dark ink, appearing to read "Dora L. Costa", is written over a faint, light-colored background.

Dora L. Costa  
Professor and Chair, UCLA Economics



INTERDEPARTMENTAL PROGRAM IN  
AMERICAN INDIAN STUDIES  
3220 CAMPBELL HALL  
BOX 951548  
LOS ANGELES, CALIFORNIA 90095-1548  
(310) 825-6541 FAX (310) 206-7060

March 17, 2020

Dr. Mark Kligman, Chair  
Department of Ethnomusicology  
2686 Schoenberg Music Building  
UCLA

Dear Chair Kligman,

The American Indian Studies Interdepartmental Program (IDP) is in the process of becoming departmentalized. As such, the IDP is requesting letters of support from departments with whom it has a partnership. This relationship will remain when the IDP becomes departmentalized. The American Indian Studies Department will continue to cross-list our already existing courses that we have on record with Professor Browner.

If approved, the department will focus on working with tribal communities and Indigenous peoples as well as examining the social, political, historical, and economic status of communities at the local, state, national and international scales. Our faculty expertise will add to the overall undergraduate and graduate teaching on campus. We will be beneficial and provide content and method training to undergraduates and graduate students. As a department we will also continue to work in partnership with faculty in your department who are interested in guiding and guidance on best practices when conducting research in American Indian and Indigenous communities and sustain a thriving intellectual culture. We are excited to strengthen this intellectual center at UCLA and bolster our community outreach at UCLA.

We aim to submit our departmentalization documents in Spring quarter and thus request to kindly have a letter by May 15, 2020. For questions regarding American Indian Studies departmentalization, please contact [goeman@gender.ucla.edu](mailto:goeman@gender.ucla.edu).

Thank you for considering supporting American Indian Studies.

Sincerely,

Dr. Mishuana Goeman (Tonawanda Band of Seneca), Associate Professor of Gender Studies  
Chair of American Indian Studies IDP, Special Advisor to the Chancellor on Native American  
and Indigenous Affairs, UCLA

*AIS and AISC acknowledges the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin, So. Channel Islands) and are grateful to have the opportunity to work for the taraaxatom (indigenous peoples) in this place. As a land grant institution, we pay our respects to Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'eyoohiinkem (our relatives/relations) past, present and emerging.*

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

## UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF GENDER STUDIES  
 1120 Rolfe Hall, Box 951504  
 LOS ANGELES, CALIFORNIA 90095-1504  
 Phone: (310) 206-8101  
 Fax: (310) 206-7700  
<http://www.genderstudies.ucla.edu>

Mishuana Goeman, Chair  
 Interdepartmental Program in American Indian Studies

April 22, 2020

Dear Mishuana,

In consultation with the faculty in the Gender Studies Department, I'm writing to express enthusiastic support for the departmentalization of the American Indian Studies Program at UCLA. Given the importance of the IDP to our campus, this change is certainly long overdue. In the current moment it is even more important to ensure that AIS, a unit that is critical to the University's mission, thrives. Departmentalization will benefit not only AIS, but UCLA as a whole. Under your leadership serving as chair and as Special Liaison to the Chancellor, the profile and impact of AIS have become increasingly visible on our campus, in the region, and far beyond. UCLA must now build on the momentum you and your colleagues in AIS have achieved.

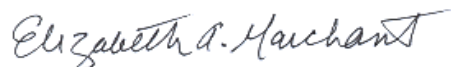
Gender Studies serves as the primary department for three colleagues who conduct research in AIS and already teach for the IDP including you, who hold a 100% appointment in Gender Studies, and our colleagues Professor Shannon Speed (50% GS) and Professor Nancy Mithlo (100% GS), both of whom hold FTE that originate in the Institute of American Cultures. Assistant Professor Juliann Anesi (100% GS) and Distinguished Professor and Penny Kanner Endowed Chair Sherene Razack (100% GS) are both affiliated with the AIS IDP, and two of our joint colleagues in GS, Professor David Shorter (World Arts and Cultures) and Associate Professor Jessica Cattelino (Anthropology) are also affiliated with the IDP. With our strong and enduring ties to American Indian Studies, the whole of the Gender Studies faculty is eager to see UCLA support this area's growth and thereby promote its intellectual richness and its longstanding contributions to interdisciplinary collaboration.

A larger core faculty in American Indian Studies (achieved through FTE transfer and future hires) will diminish the need to rely on "donated" courses and on the teaching efforts of temporary faculty. Building on the work you've already done to revise the curriculum, departmentalization will allow the faculty to further develop BA and MA programs that reflect its core strengths and keep up with changes in the field. Becoming a department will also strengthen the research profile of American Indian Studies, benefitting its students and the

faculty holding FTE there and complementing the broader, campus-wide activities of the American Indian Studies Center. And importantly, the growth and stability that department status enables will allow American Indian Studies to more vigorously support the diversity goals of this campus on which Native American students are underrepresented.

The Department of Gender Studies offers its strongest possible endorsement of your departmentalization proposal and urges the campus to provide the space and administrative support AIS needs to become a full-fledged department.

Sincerely yours,

A handwritten signature in cursive script, reading "Elizabeth A. Marchant".

Elizabeth Marchant, Chair

Associate Professor of Gender Studies and Comparative Literature

UNIVERSITY OF CALIFORNIA, LOS ANGELES  
UCLA

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SANTA CRUZ



SANTA BARBARA •

DEPARTMENT OF HISTORY  
6265 BUNCHE HALL  
BOX 951473  
LOS ANGELES, CA 90095-1473

PHONE: (310) 825-4601  
FAX: (310) 206-9630

15 April 2020

Dr. Mishuana Goeman (Tonawanda Band of Seneca)  
Associate Professor of Gender Studies  
Chair of American Indian Studies IDP  
Special Advisor to the Chancellor on Native American and Indigenous Affairs  
UCLA

Dear Mishuana,

I write to indicate the support of the Department of History faculty for the move to create a department out of the American Indian Studies IDP.

The history faculty voted overwhelmingly in support of an American Indian Studies department. The faculty recognizes the importance of the study of the history of American Indians, which supports the work of teaching early American, US and Latin American history. Our colleague, Benjamin Madley, does important work in this area, and teaches many courses that are cross-listed in the IDP (and I assume would continue in that status with the new department). We as a department faculty also support the contribution toward diversity and inclusion that the IDP makes, which would only be furthered by departmental status. A strong Department of American Indian Studies would be a great benefit to the history department as well as the university as a whole.

The only caveat expressed by some of the faculty was that the new department needs to be created with a strong financial basis. We hope that the university will marshal the resources to make this department a success, allowing it faculty lines and finding space to accommodate it.

The department wishes you success in this effort.

Sincerely,

Carla Gardina Pestana  
Department Chair  
Professor of History  
Joyce Appleby Endowed Chair of America in the World





Institute of American Cultures  
2329 Murphy Hall  
Box 957244  
Los Angeles, CA 90095-7244

8 May 2020

Professor Mishuana Goeman, Chair  
UCLA Interdepartmental Program in American Indian Studies

Dear Professor Goeman,

On behalf of the UCLA Institute of American Cultures and our ethnic studies research centers, I offer strong and enthusiastic support of the proposal for the creation of an American Indian Studies (AIS) Department at UCLA. The formation of a department is long overdue, and this transition will provide needed infrastructure and resources to enable UCLA AIS to bring even greater contributions to the campus and its vital work with community partners. UCLA's responsibility to serve the needs of all of the peoples of California is brought into unique and sharper focus given the fact that UCLA (and the University of California) occupy unceded Indigenous lands. Departmentalization would serve as a significant and tangible sign that UCLA is making greater efforts to take seriously the critical role of the interdisciplinary and intersectional area of Native and Indigenous studies.

UCLA AIS will be one of the premier departments in this field of study because of the remarkable faculty members who are committed to actively supporting its teaching, scholarship and service dimensions. Arguably, we have as stellar a group of scholars as anywhere in the country, and while the department will need new faculty lines to support its mission, the foundation of people already here bodes well for its future. The AIS IDP already enjoys a close working relationship with the American Indian Studies Center (AISC) that will continue and allow each entity to thrive even as they together are more than the sum of their parts. The AISC will continue to provide students with valuable research opportunities and programs.

Resources are always an issue, but with an investment in faculty lines, staffing, space, and budget, the AIS department will be a vital space not simply for those who major, minor or are part of the master's program, but for the campus as a whole. Native and indigenous studies touch upon a truly broad and inclusive swath of the academic enterprise, and moreover, bring perspectives to bear on such critical issues as health policy, environment and sustainability, and law and society within a social justice framework. Departmentalization will deepen and sustain this important work that is so needed at UCLA, within the larger academy, and as we serve our constituencies with research that upholds the public mission of the university.

Sincerely,

A handwritten signature in black ink that reads "David K Yoo".

David K. Yoo  
Vice Provost & Professor



DEPARTMENT OF LINGUISTICS  
3125 CAMPBELL HALL  
Box 951543  
LOS ANGELES, CA 90095-1543

keating@humnet.ucla.edu  
May 15, 2020

Prof. Mishuana Goeman  
Chair, American Indian Studies IDP  
goeman@gender.ucla.edu

Dear Prof. Goeman,

This letter of support is in response to the American Indian Studies IDP's current application for departmental status.

The Linguistics Department, whose early faculty included Professors Bill Bright and Harry Hoijer from Anthropology, has a long history of linguistic work on American Indian languages. Our current faculty includes specialists on indigenous languages of all parts of the world, and Professors Munro and Torrence have specific expertise in languages of the Americas. Emerita Distinguished Professor Munro is an internationally-known expert on languages of North America, especially Muskogean, Uto-Aztecan, Yuman, and Zapotecan languages, and she continues to convene a weekly research seminar on linguistic fieldwork and language description. Assoc. Prof. Torrence was a PI on the 2017-2018 UC MEXUS-CONACYT Collaborative Grant for "Project on the morpho-syntax and semantics of Headless Relative Clauses in Mesoamerican languages", whose goal was to train native-speaker linguists to work on their own languages. This year Prof. Torrence's graduate course on field methods (a requirement for all graduate students in our program) is working with a speaker of a Zapotecan language.

In addition, the department's Phonetics archive includes recordings of a wide variety of languages. In sum, the department is an important resource for American Indian Studies students seeking information about heritage and other languages.

The Linguistics Department has a continuing interest in promoting work at UCLA on indigenous languages of the Americas and beyond. As a department, you will be committed to "work in partnership with faculty in your department who are interested in guiding and guidance on best practices when conducting research in American Indian and Indigenous communities", which must be beneficial to linguistic work.

We therefore support departmental status for American Indian Studies at UCLA.

Sincerely,

A handwritten signature in blue ink that reads "Patricia A. Keating".

Patricia A. Keating

Professor and Chair of Linguistics

**UCLA** Luskin School of Public Affairs

Department of Social Welfare

May 12, 2020

Mishuana Goeman  
UCLA American Indian Studies Interdepartmental Program  
1120 Rolfe Hall

Dear Professor Goeman,

I am writing to convey support from the Department of Social Welfare for the American Indian Studies IDP for departmentalization and the proposed MA/MSW concurrent degree program. We do of course need the approval of our Faculty Executive Committee in order to formalize the program but expect that approval can be reached.

The American Indian Studies MA understanding and assessment of population needs, together with the Social Welfare focus on addressing a wider set of social and psychological determinants of well-being, provide a particularly useful skill set for students who seek careers that bridge underserved communities and welfare. These two foci enhance students' ability to solve social problems by enabling them to make social policy or deliver services that are congruent with needs of individuals, groups, and communities. Becoming familiar with a broad context and all the externalities that affect social policy provides direct service providers a valuable perspective that enables them to be more adept in influencing these policies that affect their work and the populations they serve.

Given the significant overlap in our disciplines I hope that we can work closely on identifying courses that may be of mutual benefit to one another and possibly multiply list additional courses.

Please let me know if I can provide any additional information in support of this request.

Sincerely,



Laura S. Abrams  
Professor and Chair



MARTIN GILENS  
Chair, Department of Public Policy  
Luskin School of Public Affairs  
3250 Public Affairs Building, Box 951656  
Los Angeles, CA 90095-1656  
TEL (310) 825-7667 | FAX (310) 206-0337  
gilens@ucla.edu

April 9, 2020

Dr. Mishuana Goeman  
Chair of American Indian Studies IDP  
3220 Campbell Hall  
UCLA

Dear Chair Goeman,

I am writing to express the support of the Public Policy Department of the UCLA Luskin School of Public Affairs for the departmentalization of the American Indian Studies Interdepartmental Program.

Departmentalization will strengthen the program's contributions to the UCLA community and its valuable connection with the Public Policy Department. As a sister discipline that pursues both strong scholarly contributions and strong community engagement, we would be especially enthusiastic about this proposed strengthening of American Indian Studies here at UCLA.

All best wishes,

A handwritten signature in black ink, appearing to read "Martin Gilens".

Martin Gilens  
Professor and Chair, Department of Public Policy  
UCLA Luskin School of Public Affairs

April 29, 2020

Mishuana R. Goeman  
Associate Professor and Vice Chair  
UCLA Gender Studies  
BOX 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

Dear Mishuana,

On 4/28/20 the UCLA Department of World Arts and Cultures/Dance overwhelmingly voted to support the departmentalization initiative by the UCLA American Indian Studies Program.

Two of our faculty members in the Culture and Performance side of our program have deep experience with American Indian educational content and have taught and are teaching courses using and focusing upon it. A third faculty member on the Dance side of the program, who has Native ancestry, is profoundly invested in Native American materials and has very recently made enormous strides into incorporating it into new courses and producing public events with Native American guest performers and lecturers.

This natural orientation in our program towards Native American performance and scholarship goes back to the days before we ourselves were to departmentalize, when two of the major figures in our Dance Ethnology program, as it was then known, created the UCLA Journal for Dance Ethnology in 1984. Both Allegra Snyder Fuller and Elsie Ann Dunin were deeply interested in indigenous and folk dance cultures, and supported related thesis work by their students, on masked performances in northern Mexico for example. That same year one of our key students, Tamara Gilbert, working under Dr. Fuller Snyder, wrote her masters papers on the Native American powwow. And it was Dr. Snyder, I might add, who annually took carloads of our students to south-central Arizona during the spring quarter to experience on the Pasqua Yaqui Reservation the multi-day Easter festivities, which featured the famous Deer Dance and Pascola rituals that they then returned to our campus to discuss and more deeply understand.

At present, in fact, so many of the themes that have attained high profile in the wider intellectual world of Native American studies have heightened appeal to our faculty as well. In our undergraduate and graduate courses WAC/D students have been exposed to courses that highlight Native American art content, critical ethnography, settler-colonial studies, post-colonial literatures and approaches, applied ethnobotanical research, incarceration and carceral-state studies, de-colonization strategies in the field and the archives, critical museum studies, and so forth. With this wide range of cross-over interests, in both pedagogical approaches and new research strategies for undergraduates and

graduate students alike, it would seem a natural opportunity for our two programs to look forward to all sorts of innovative, academic cross-listings.

For the well-being of your future program, we implore the university to ensure that The Department of American Indian Studies launches with substantial resources at its disposal to enable its immediate impact and longevity. Given UCLA's recent fundraising campaign generating nearly \$5 billion dollars under the auspices of celebrating UCLA's 100 years as a land grant institution, this department — more than any other — should benefit directly from these efforts.

Allow me to reiterate our support for your great initiative towards departmentalization and please let us know if there are any other ways that we be of service towards your vision.

Sincerely,



Dan Froot

Professor and Chair, on behalf of the Senate Faculty of the Department of World Arts and Cultures/Dance

April 29, 2020

Mishuana R. Goeman  
Associate Professor and Vice Chair  
UCLA Gender Studies  
BOX 951504, 1120 Rolfe Hall  
Los Angeles, CA 90095-1504

Dear Mishuana,

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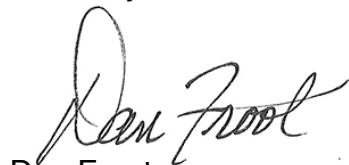
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Allow me to reiterate our support for your great initiative towards departmentalization and please let us know if there are any other ways that we be of service towards your vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Froot". The signature is fluid and cursive, with a large initial "D" and "F".

Dan Froot

Professor and Chair, on behalf of the Senate Faculty of the Department of World Arts and Cultures/Dance



## **Appendix C: Peer Institution letters Support Letters for American Indian Studies Departmentalization**



# DARTMOUTH COLLEGE

## Native American Studies

6152 Sherman House

37 North Main Street

Hanover, New Hampshire • 03755-1804

Telephone: 603-646-3530

Fax: 603-646-0333

May 4, 2020

Mishuana Goeman  
Chair, American Indian Studies  
3220 Campbell Hall  
University of California, Los Angeles  
Box 951548  
Los Angeles, CA 90095-1548

Dear Professor Goeman:

On behalf of myself and my colleagues, I write in support of your move to departmentalize the American Indian Studies Interdepartmental Degree Program. The Native American Studies Program at Dartmouth (NAS) is currently undergoing the same process, and there are many parallels. The move makes sense for many reasons, not least because it reflects the maturation of the field.

NAS at Dartmouth and American Indian Studies at UCLA (AIS) have both been active in sustained and far reaching developments. NAS was founded in 1972 and for the next twenty years it shared appointments in Anthropology, History, and Literature. Since that time, course offerings have expanded; tenure-track faculty have increased; we control our own curriculum and personnel decisions, and we teach hundreds of students each year. NAS and AIS today operate in a clearly defined field of Indigenous-based scholarship that employs recognized methodologies and critical theories, and that addresses issues not adequately covered in existing departments. It has its own professional organization, the Native American and Indigenous Studies Association (naisa.org), that publishes a semi-annual journal and attracts nearly one thousand participants from around the world to its annual meetings.

The designation of our units as “programs” rather than “departments” suggests to outside parties that we are not as organized, established, and robust as an academic department. Such an impression is incompatible with our national and international reputations. Like NAS, I am sure AIS continues to value its academic links and alliances, but making it a stand-alone department will more accurately reflect its status and the work it does.

I wish you every success going forward.

Sincerely,

Colin G. Calloway

John Kimble Jr. 1943 Professor of History and Professor of Native American Studies  
Chair, Native American Studies



*The* UNIVERSITY of OKLAHOMA®  
Native American Studies

UCLA  
3220 Campbell Hall  
PO Box 951548  
Los Angeles, CA 90095

May 12, 2020

Subject: **Support for American Indian Studies Departmentalization**

Dear UCLA and Program in American Indian Studies:

Thank you for the invitation to comment on the proposal to departmentalize UCLA's current Program in American Indian Studies. I have divided my comments into two sections. The first section addresses reasons why UCLA should strongly consider departmentalizing its Program in American Indian Studies. This section is further divided into discussions of UCLA's current American Indian-focused faculty and supporting units. The second section offers some points to consider regarding undergraduate majors while engaging in this process. This is identified as undergraduate curriculum and number of majors are a significant challenge to most American Indian studies departments.

1. Reasons for considering departmentalization at UCLA

*Strengths of Faculty.* UCLA has assembled a remarkable group of faculty members who focus on American Indian / Native peoples. These scholars engage in the field of American Indian (Native American) and Indigenous studies from multiple fields and perspectives. UCLA American Indian-focused scholars have made substantial contributions over the last twenty years to their respective fields that have also further the field of American Indian studies. Given the strength of UCLA faculty and the range of approaches that they cover, an UCLA American Indian studies department would be position to be as good as any in the United States. "2.2 Benefits to UCLA" in the *AIS IDP Departmentalization Outline* observes that, among the UCs, only Davis has a American Indian studies department with a few Universities having a program within a larger ethnic studies department. What seems also apparent is that, though there is substantial expertise found in other UC system schools, UCLA has assembled the largest (and overall strongest) concentration of faculty focusing on American Indians and indigenous peoples. Considering west coast universities, perhaps only the University of Washington (Seattle) has a similar number of scholars working on American Indian issues. The overall strength of UCLA's faculty strongly supports departmentalization.

*Institutional History and Supporting Units.* UCLA has had a central role in the formation of the field of American Indian studies and multiple units that are critical to the scholarly field. As the *AIS IDP Departmentalization Outline* points out, UCLA students were instrumental in the development of American Indian rights movements in the 20<sup>th</sup> century. These movements became part of the genesis of American Indian studies as a field. Though activism of the same type of the 1960s /70s is not as prominent a feature of contemporary period, UCLA has contributed to the development of the field and maintained its relationship with "community" in part through its American Indian Studies Center. In addition to the role that the Center has on campus, its houses the *American Indian Culture and Research Journal* (AICRJ), what I would consider currently the premier American Indian studies journal. AICRJ has served American Indian-focused scholars and Native peoples by publishing articles that typically explore issues central to tribes and Native peoples. AICRJ does this, from my perspective, better than other journals in the field and hence I suggest that junior scholars send their strongest work there.

## 2. Further Considerations

American Indian studies has to contend with being labeled a “niche” field and this often translates to how it is considered as a department within a university. The strength of American Indian-focused UCLA faculty and the contribution each has made to their more traditional disciplines (anthropology, public policy, literature, law or history, to name just a few) should make it difficult to diminish the importance of American Indian-focused scholarship for UCLA. This strength may not easily translate to the number of enrolled American Indian studies undergraduate majors (see “6.4 Recruiting Students in *AIS IDP Departmentalization Outline*). It would be worth further considering how to measure what “successful” or “healthy” enrollment might be for such a major. Unlike UC Berkeley, where the draw for students is likely bolstered by a broader ethnic studies major, or Oklahoma or South Dakota where American Indians make up a larger share of the state’s population, UCLA might want to consider a way to measure number of students but also their impact. In our department, we have started to more carefully track our graduates to demonstrate to the administration the value of our major despite our relatively small number of majors. I do not foresee this as a potential concern for graduate programs at UCLA as their MA program is well established. It is however worth considering how student recruitment might be increased or the department is a success with lower enrollments than other “traditional” disciplines or ethnic studies-related fields such as African American or Asian American studies. A small note regarding undergraduate curriculum, it might also be worth considering a quantitative component to the current research methods. It is understandable that qualitative methods are emphasized in American Indian studies, but it has been within our experience, that our students benefit considerably from a curriculum that results in their being at least literate in quantitative studies. It also has allowed them to partner or work with researchers and organizations that are not typically locations for American Indian studies alumni to work.

In conclusion, UCLA has long been a leader in American Indian studies. The University has assembled a set of scholars working on American Indian issues that are perhaps as strong as at any university in the United States. I strongly support that the Program in American Indian Studies’ proposal be given full consideration. A Department of American Indian studies at UCLA would benefit the University and the field alike. Please feel free to contact me if you require further elaboration.

Sincerely,



Raymond Orr

(Citizen Potawatomi)  
Associate Professor & (Interim) Chair  
Department of Native American Studies  
The University of Oklahoma

860 Van Vleet Oval, Copeland Hall Room 235, Norman, Oklahoma 73019  
PHONE: (405) 325-2312  
EMAIL: [nas@ou.edu](mailto:nas@ou.edu) WEBSITE: [nas.ou.edu](http://nas.ou.edu)



THE UNIVERSITY OF ARIZONA

# NATIVE NATIONS INSTITUTE

Founded by the Udall Foundation  
& the University of Arizona

Udall Center for Studies in Public Policy

803 E. First Street

Tucson, AZ 85719

520.626.0664 (t)

520.626.3664 (f)

**nni.arizona.edu**

Item 3.2

## Strengthening Indigenous Governance

June 29, 2020

Randall K.Q. Akee

Associate Professor in Public Policy & American Indian Studies

Department of Public Policy, Luskin School of Public Affairs

University of California, Los Angeles

and

Members

Academic Senate

University of California, Los Angeles

Dear Professor Akee and Members of the UCLA Academic Senate:

We, the leadership team of the Native Nations Institute at the University of Arizona, write in support of the elevation of American Indian Studies (AIS), currently an interdepartmental program (IDP), to a department within the UCLA Division of Social Sciences. We support this change in status for several reasons:

- ***Because of the quality and rigor of UCLA AIS programs.*** In our view, the UCLA AIS program's high academic standards have long placed it among the top university-based AIS, Native American Studies, and Indigenous Studies programs in the US. This is in part due to the faculty, as UCLA has been able to recruit some of the best and brightest Indigenous and Indigenous-allied scholars to its faculty ranks. It is also due to the program's commitment to practical relevance and desire to address Native communities' needs and aspirations, as evidenced in its applied and clinical offerings. Significantly, it also has been due to an AIS structure that gives students access to this outstanding faculty, to the broad range of disciplines and methods needed to generate excellence in interdisciplinary work, and to practical engagement opportunities.
- ***Because departmental status helps ensure ongoing academic quality and rigor.*** Our understanding is that while the current IDP approach has worked well for the UCLA AIS to date, inherent uncertainties in the model make it difficult to sustain and enhance course, research, and clinical/applied offerings. With elevation to departmental status, our sense is that UCLA's AIS unit would be able to minimize any disruptions that might arise from its


dependence on other units' hiring and promotion decisions. Additionally, academic status is likely to be a draw for the many high-quality Indigenous and Indigenous-allied scholars who want the option of having a dedicated portion of their FTE located in an AIS department. Thus, we view departmental status and the increased control over curriculum that it would provide as an important means of perpetuating the unit's known academic quality and rigor.

- ***Because departmental status generates greater certainty about the adequacy—in terms of faculty size and expertise—of AIS to administer its programs.*** Ongoing social and cultural change in the United States means students are entering institutions of higher education with renewed demand for teaching and learning that can help them make their world one worth living in. Our sense is that AIS programs, especially strong programs like those at UCLA, are going to experience increased demand from undergraduates and graduate students alike—because they offer exactly the kinds of educational experiences students are looking for. This raises the question of how UCLA can best respond. Departmentalization would ensure more dedicated FTEs to AIS and, thus, more certainty that AIS is able to meet demand, administer its programs well, and satisfy (and hence attract) students. We also think this structure (a formal department) is an even better way than an IDP to support a range of practical opportunities for students in assisting tribes, which is the mainstay of our own work. From experience, we know that such programming requires ongoing and consistent coordination and support, so that tribes' and students' expectations are met.
- ***Because departmental status attracts a quality applicant pool and may improve placement prospects for graduates.*** Especially in the “new normal” of funding insecurity in the university sector, departmental status signals to applicants that UCLA is highly committed to AIS, which in turn helps the university continue to attract strong applicants to its programs. Without departmentalization, this might not be the case. On the other end of the academic experience, while UCLA's AIS unit already has had tremendous success in placing graduates, elevation of the program to department status will help sustain this success and may even enhance it. Greater administrative wherewithal has the promise of providing graduates with even better assistance in the job and masters and doctoral program search process, thus improving placement prospects.

We at the Native Nations Institute are keenly interested in the ongoing strength and development of the AIS program at UCLA. We have a long history of joint research, collaboration on policy advice, and conference co-hosting – these include a recent series of policy briefs tribal governments and the CARES Act, a research paper on the incidence of COVID-19 among American Indians and Alaska Natives living on reservations, research on access to capital and credit in Native communities, and a conference on Indigenous data sovereignty and Indigenous data governance. Additionally, one of our research scholars—Desi Rodriguez Lonebear—recently was hired by UCLA and will be part of the AIS program. Such mutually beneficial connections make NNI a better institution, so of course we want UCLA AIS to be as strong, effective and sustainable as possible. We also support department status for the UCLA AIS program for that reason.

Thank you for the opportunity to comment. We look forward to future collaboration with our colleagues at UCLA.

Yours sincerely,



Joan Timeche, MBA

Executive Director, Native Nations Institute

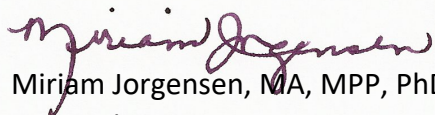


Stephanie Russo Carroll, MPH, DrPH

Associate Director, Native Nations Institute

Assistant Professor, Udall Center for Studies in Public Policy

Assistant Professor, Mel and Enid Zuckerman School of Public Health



Miriam Jorgensen, MA, MPP, PhD

Research Director, Native Nations Institute

Research Scientist, Udall Center for Studies in Public Policy



May 15<sup>th</sup>, 2020

Dr. Mishuana Goeman (Tonawanda Band of Seneca)  
Associate Professor of Gender Studies  
Chair of American Indian Studies  
UCLA  
3220 Campbell Hall  
Box 951548  
Los Angeles, CA  
90095-1548

Re: AIS IDP's move to departmental status

Tan'si kiya, Dr. Goeman,

I write this letter in enthusiastic support of the American Indian Studies Interdepartmental Program's anticipated move from program to departmental status. As the dean of the Faculty of Native Studies at the University of Alberta (located in western Canada) – one of only two faculties dedicated to Indigenous studies in existence globally – I can speak first-hand to the central importance of autonomy within any university's institutional context to shaping the presence of Indigenous studies within the campus's structure. The move from a program to a departmental structure is an important step toward that autonomy but perhaps even more importantly, it provides an important institutional "hub" from which the discipline of Indigenous studies can strategically contribute to university mission and vision priorities as a whole. While the intellectual footprint of Indigenous studies at north American universities has grown precipitously in the previous two decades, this growth has tended to take the form of less strategically oriented programs rather than departments, and Indigenous studies has suffered institutionally for it.

Departments represent perhaps *the* key manifestation of disciplines in American and Canadian universities and with good reason: in a literal sense, they represent a principal intersection of discipline and institution within the academy. Certainly, other kinds of "department-like" units, such as centers, institutes, networks and in this case, programs can and do carry out important intellectual and institutional projects. Lack of departmental status can (in some cases severely) complicate their ability to do so, however, and in general, comes with much less assurance of stable funding, physical space, or for that matter, administrative, teaching, or research capacity. Lack of departmental status likewise complicates the ability of proponents for a particular discipline to advocate on behalf of their disciplines to the rest of the university. This is perhaps especially the case for newer disciplines such as Indigenous studies and it can have important consequences for the recruitment of scholars and students.





All of this is to say that the move from a program to a department will in the future come to be seen for what it is: a crucial strategic step in the history of American Indian studies at UCLA. It will increase its institutional capacity, its intellectual autonomy; given the multidisciplinary nature of their proposed shift to a department, it will retain its deep collegiality to the rest of the campus, as well. Having presented what I regard as the philosophical importance of the institutional move from a program to a department, I want to be clear that not all programs who have made the shift in the past twenty years should have done so. Pairing the departmental justification for AIS provided by Dr. Goeman with my previous knowledge of the reputation of American Indian Studies at UCLA, however, I am delighted to offer my enthusiastic and unqualified support for AIS's intention to move to a department. Using the categories laid out in Dr. Goeman's letter – quality and academic rigor of its programs; adequate size and expertise of faculty to administer the programs; adequacy of facilities and budgets; and anticipated impact on graduate students (prospective and existing) – let me lay out my reasoning in further detail.

*a. Quality and academic rigour of its programs*

The authors note in the report that “Our faculty and programs at UCLA have had a consistent and significant presence in this growing field” – while technically accurate, this is, if anything, a vast understatement. AIS at UCLA has long been regarded as a leader in the field of Indigenous studies (broadly conceived) in terms of the scholarship its scholars have produced, the community engagement it has prioritized and the graduate students it has graduated, some of whom have gone on to be Indigenous studies scholars in their own right. Nearly 80 Indigenous studies programs and departments that offer an undergraduate baccalaureate exist in the United States but most people not in the discipline could name more than a handful – consistently, UCLA would be one of these, a fact that speaks not only to its longstanding presence but to the regard in which it is held by other scholars, inside the discipline of Indigenous studies and what I will term here “NAIS-adjacent” (those who engage in sympathetic critiques of settler colonialism, for example, but who do not self-identify as Indigenous studies scholars). In short, AIS at UCLA clearly meets any standard we would think of regarding the quality and academic rigour required to sustain a department.

*b. Adequacy of the size and expertise of faculty to administer its programs*

Although I was generally aware that UCLA possesses a number of high-quality scholars invested in the discipline of Indigenous studies, perusing the AIS report has made it clear that my awareness is somewhat out of date. In fact, they possess one of the top (if not the top) cadre of Indigenous studies-affiliated scholars in the world. Moreover, enough senior-level Indigenous studies scholars exist at UCLA to provide both a strong pool of intellectual expertise in Indigenous studies and the competencies required to administer/lead an AIS department. Investment by UCLA in the shift from a program to a department will require the increased prioritization of leadership training for potential future departmental chairs (perhaps especially important in the context of units with minority/diversity/equity priorities), but looking at the



provided list of current scholars, I can count eight who could step into the role immediately. AIS at UCLA is dynamic and growing, and possesses both the size and the expertise to continue to shape its intellectual and institutional growth.

*c. Adequacy of the facilities and budgets*

Universities the world over are in a position of having to make difficult decisions regarding space and budget capacity: what to prioritize, what to “share” administratively and what to downgrade in terms of its relative importance to the discipline, whether as a matter of intellectual specificity or as it relates to community engagement. I am not sufficiently knowledgeable of the budget and facilities circumstances that exist at UCLA to be able to say with any confidence where the budget and facilities scenario laid out in the report sits with respect to other departments. It seems “lean but do-able” to me but it strikes me that institutional support for a program-to-departmental shift should include a prioritization on adequate facilities and support staff.

*d. Applicant pool and placement prospects for graduates*

To return briefly to the discussion at the beginning of this latter, departments represent a key intersection of discipline and institution. This is so for many reasons but one of its most important *effects* is that it provides a stable training and learning environment for graduate students. Graduate student success, particularly at the PHD level, is enhanced by three key factors: 1) stability of funding; 2) quality of supervision; and 3) the overall stability and collegiality of the intellectual environment (which, in turn, is enhanced by the stability of the institutional environment within any given university as a whole). Departmental status can play a powerful role in the productive presence of all of these factors and in turn, finishing “on time” (or as near to it as possible) with consultative and regularized communication and input from the supervisor and committee, offers successful students the best opportunity to produce novel and even cutting-edge theses while training them for success on the job market. AIS at UCLA is already well situated in these regards (as already noted, several of their graduates in the current institutional configuration have gone on to become respected Indigenous studies scholars in their own right) but the move to departmental status would solidify its current capacity and reputation. In turn, this will likely attract more high-quality students, who will go on to graduate and find jobs (ideally) within Indigenous studies units elsewhere.

In sum, AIS at UCLA possesses a longstanding and well-earned reputation for academic excellence, a reputation recently enhanced by their hosting of a recent highly successful Native American and Indigenous Studies Association annual meeting in 2018. NAISA conferences are, for all of their intellectual importance to the discipline, dizzyingly complex to put together from an administrative/institutional standpoint, and the fact that AIS was able hold such a large conference that went off without a hitch (at least, at surface level, which is important in its own right), speaks to the administrative capacity they already hold. Likewise, UCLA appears in recent



years to have seriously prioritized the recruitment and retention of some of the top Indigenous studies scholars in the world, a prioritization that has only further enhanced an already strong reputation. In some ways, the fact that UCLA does not already possess a department of American Indian studies is somewhat surprising, given the intellectual and institutional contributions that AIS (and its scholars) have already offered to the discipline of Indigenous studies – not just in the United States, but globally as well.

The move from a program to a department will ultimately afford AIS the autonomy and the coordinated capacity to better harness and strategically manage the intellectual growth already on display at UCLA, as well as directing their institutional aspirations as well, particularly as they relate to the continued recruitment and retention of top Indigenous studies scholars, undergraduate and graduate students and postdoctoral fellows, and the strengthening of their community engagement priorities with Indigenous communities/organizations. AIS at UCLA is well prepared for this transition from its administrative capacity potential and is reputationally well positioned from an academic/intellectual reputation as well.

I give this move my highest endorsement.

Pishshapmishko,

---

Dr. Chris Andersen  
Professor and Dean  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, AB, CANADA  
T6G 2H8

Royal Society of Canada's College of New Scholars, Artists and Scientists (Member)

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DEPARTMENT OF ETHNIC STUDIES  
 ASIAN AMERICAN STUDIES  
 CHICANO STUDIES  
 NATIVE AMERICAN STUDIES

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26 May 2020

**Letter of support for AIS departmentalization at UCLA**

I write to express my strong support for the departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA. I have read the program proposal and found it convincing. Additionally, as a senior faculty member in the field of Native American studies, and former chair of the Department of Ethnic Studies and coordinator of the Native American Studies Program at UC Berkeley, I have long been familiar with the AIS program and its prominent faculty. Departmentalization and increasing faculty resources would make UCLA the indisputable leader in this important field.

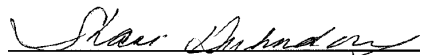
American Indian Studies at UCLA has a long and distinguished international reputation. Its faculty are leaders in the field of Native American studies because of their pathbreaking research, founding roles in professional organizations, and extensive scholarly engagement across multiple fields and disciplines. The American Indian Studies Center is renowned as an intellectual hub of the field because of high-profile, cutting-edge events, and the *American Indian Culture and Research Journal* counts among the top two or three journals in the field and has helped to define Native American studies over several decades. Together, these resources have placed UCLA among the top institutions for research and teaching in the field. AIS is also notable for community engagement, including through the high-profile Mapping Indigenous LA project. Such endeavors are crucially important as the University of California system works to repair its relationships with Native communities throughout the state.

Departmentalization would further strengthen an already outstanding program. Currently the faculty appointment structure means that teaching and service obligations are divided between units, with home departments inevitably taking priority. Increasing full-time FTE would enable AIS to expand course offerings and create a curriculum that reflects recent developments in the field. Importantly, this measure would improve recruitment and retention for faculty and students alike while also developing a competitive PhD program. Finally, I should note that other top-tier research institutions, including my own, are devoting substantial resources to this field. The University of Michigan (long a leader in Native American Studies) and the University of Wisconsin count among the institutions that have prioritized faculty hiring in this field, including through cluster hire initiatives. UC Berkeley recently approved a Native American studies cluster hire of six tenure-related faculty positions over a three-year period. We have just completed two searches as part of

the cluster hire and two additional Native American Studies recruitments this year, with four additional NAS searches (including senior appointments) planned over the next two years. Departmentalizing and increasing its own faculty resources would enable UCLA to maintain its distinguished place in the field.

For all of these reasons, I strongly support the American Indian Studies proposal for departmentalization. If I can be of further assistance as you assess this proposal, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Shari Huhndorf", written over a horizontal line.

Shari Huhndorf  
Class of 1938 Professor of Native American Studies  
Department of Ethnic Studies  
huhndorf@berkeley.edu

## UNIVERSITY OF CALIFORNIA, DAVIS

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF NATIVE AMERICAN STUDIES  
 TELEPHONE: (530) 752-3237  
 FAX: (530) 752-7097

May 29, 2020

American Indian Studies  
 University of California, Los Angeles

Dear Prof. Goeman,

This letter is in strong support of the departmentalization proposal of American Indian Studies (AIS) at the University of California, Los Angeles (UCLA). Our department at University of California, Davis (UCD) is currently the only Native American Studies department in the University of California (UC) system. There is a demand from students and communities for more graduate programs in Native American and Indigenous Studies, in California, nationally, and internationally.

Our NAS program at UCD and the proposed AIS department at UCLA share a specific and necessary focus on producing graduates and scholarship that respond to the needs and interests of Indigenous nations and communities. UCLA AIS prepares academic, policy, and community leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations, with an emphasis on building lasting partnerships with Indigenous peoples in the LA basin. The departmentalization of AIS will support students to develop advanced research and analytical skills to address the multiple and complex issues affecting Native communities. Departmentalization will solidify the distinguished group of faculty and staff in AIS at UCLA and advance the discipline and practice Native American and Indigenous Studies broadly.

AIS currently functions as a degree-granting Interdepartmental program within the Division of Social Sciences. AIS has 43 affiliated faculty, with a core group of 17 that participate in program leadership. Departmentalization will enable AIS to ensure that member faculty can regularly teach core classes, and that AIS can function based on its own priorities, rather than the priorities of other departments where faculty members' FTEs reside. Departmentalization will centralize and strengthen the already leading scholarship of UC faculty, staff, and students. This is a necessary step in the development of UCLA's recognized leadership in the discipline of NAS, and the practice of ethical, accountable, and equitable scholarship in the UC system.

In 2019-2020, UC increased its commitment to Native nations with the establishment of a President's Native American Advisory Council and a Cultural Affiliation and Repatriation Policy Workgroup at the systemwide level. UCLA is the only UC with two representatives (faculty/staff) on both bodies, indicating UCLA's significant role in articulating improved Native-UC relations

at both the individual campus and the systemwide levels. UCLA is also the only campus in the UC system to establish a faculty position of Special Advisor to the Chancellor on Native American and Indigenous Affairs. This position is currently held by AIS Chair Mishuana Goeman. In 2019, Goeman and Fowler Museum Director Wendy Teeter hosted a significant convening entitled “Lighting a Path Forward” that called UC generally and UCLA in particular, to examine and address its land grant history relative to Indigenous peoples. UCLA AIS and the Fowler Museum have articulated a precedent-setting commitment to equitable and respectful research, teaching, and service with and for Native Nations in the LA basin and beyond.

I am honored to support the departmentalization of AIS at UCLA. AIS is already recognized as one of the premier programs in Native American and Indigenous Studies, and it will only increase in prominence with the necessary support of departmentalization. The NAS department at UCD looks forward to partnering with the proposed AIS department at UCLA to strengthen UC-wide leadership in Native Studies in both academics and policy.

Respectfully,



Elisabeth (Beth Rose) Middleton, PhD  
Professor, Dept. of Native American Studies  
Yocha Dehe Endowed Chair in California Indian Studies  
University of California, Davis  
[brmiddleton@ucdavis.edu](mailto:brmiddleton@ucdavis.edu)



**University at Buffalo**  
*The State University of New York*

Transnational Studies  
 College of Arts & Sciences

May 21, 2020

Academic Senate  
 3125 Murphy Hall  
 UCLA

*Re: External Letter of Support, AIS Department*

Dear UCLA Academic Senate:

Please accept this letter of enthusiastic support for the formal departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA. I am currently Associate Dean for Inclusive Excellence at the State University for New York at Buffalo (UB). I am also Interim Director and Incumbent Chair of our forthcoming Indigenous Studies Department at UB. I am incredibly excited to endorse the AIS Department in development at a fellow AAU institution. I am heartened to see that UCLA and UB are among the most recent AAU universities to make significant investments in Indigenous Studies, while noting that this momentum is on the rise at several other AAU schools including McGill, Chicago, and Utah, among others. Despite being on opposite ends of the country there are many parallels in the prospective development of these important academic units. Among them, both are poised to be the largest Indigenous Studies departments upon the Indigenous territories where they are located, as well as in their respective states.

I am appreciative of the invitation to share my thoughts on the AIS Department proposal. The proposed AIS program as outlined to anchor the department is nothing short of outstanding. It is certain to become one of the highest ranking Indigenous Studies Departments in the country, drawing students from all levels, both Indigenous and non, as well as a broad constellation of post-docs, visiting scholars, and instructors. It will be certain to attract top emerging Indigenous studies scholars in the pipeline when new faculty recruiting initiatives begin.

The mission of this Department is of immense significance. It is grounded in responsibilities to the Tongva peoples on whose land UCLA is located, and in fulfilling obligations to Indigenous people that derive from UCLA's history as a land grant institution, meaning Indigenous lands were a source of institutional wealth. It is also built upon faculty members longstanding relationships with multiple Indigenous communities. These practices, commitments, and responsibilities are fundamental cornerstones of Indigenous Studies as a discipline. They are also preeminent factors in how university-based Indigenous studies programs are valued and supported by tribal communities. Central to Indigenous research and scholarship is the forming of ethical and responsible relationships and practices of engagement with Indigenous communities. This is a most important metric in the evaluation of an AIS department by the public, by tribal nations, and increasingly by external grant foundations and other funding agencies. With most Indigenous studies programs under development, plans to build community relationships are aspirational. For AIS at UCLA, Indigenous community engagement is already deeply



embedded in the program. Undoubtedly this will prove to be one of the departments greatest strengths going forward.

Alongside linking the academic study of Indigeneity with community engagement and service, another important aspect of the Department's mission is based in intellectual content and academic rigor of its programming. These interests are addressed and fulfilled both in distinct and integrated ways. For example, all the members of the prospective department, while having specializations in specific disciplines and fields, see themselves as interdisciplinary and/or multidisciplinary scholars. AIS faculty are also renowned, award-winning scholars who can offer a robust catalogue of courses that engage key issues in Law, Gender Studies, Anthropology, Law, etc., through a critical Indigenous studies lens. This is extremely important. For as much as Indigenous Studies is a discipline in its own right, it is also a necessary part of every other field of study. Theoretical focal points and research interests intersect and cross cut all conventional disciplines (including the STEM fields). It is important to provide students with opportunity to escape the traditional silos in which academic units often necessarily exist. Bold new interdisciplinary structures like AIS are extremely important to the future of higher education, enabling students to expand their scholarly horizons, preparing them to better meet the demands of our ever-changing world. Also noted in the proposal, departmentalization will stabilize the undergraduate program, affording students the ability to draw upon the expertise of core Indigenous studies faculty consistently as they move through their degree requirements. The graduate program is innovative and exciting, with key foundational courses as well as courses that represent the cutting edge of Indigenous studies scholarship, taught by many faculty who are also forerunners in the field.

Not only do faculty members of the prospective AIS Department have outstanding reputations in the field, they have also done an extraordinary service to the profession by hosting the Native American and Indigenous Studies Association (NAISA) annual conference in 2018. This was a massive undertaking for all of the Indigenous studies faculty, students, and staff at UCLA. Drawing thousands of scholars, students, and tribal community members to LA from across the globe, the massive participation in this annual meeting is a powerful testament to the growing demand for critical work in the field of Indigenous Studies. While UCLA has made longstanding investments in Indigenous Studies, further embedding the field into the culture and structure of the institution through the establishment of permanent, autonomous departmental structure will enable UCLA to keep up with the increasing demand for education and training in this area.

UCLA has provided dedicated space for Indigenous research and support to Indigenous students and scholars since 1969. While this fifty-year commitment is highly commendable, the proposal rightly outlines the need for expanded facilities to better accommodate departmentalization and the expanded potential for research and scholarship that comes with it. Ensuring adequate space to accommodate more extensive resources collections and archives, as well as for additional faculty, staff and students are reasonable expectations given the pending growth that will accompany AIS departmentalization. The inter-related, complimentary, and dualistic functions of the future AIS department as a home for Indigenous studies and the AISC as hub for Indigenous research across the campus is a viable structure to build upon and one that we are just beginning to develop here at UB. The proposed budget seems adequate, if not modest, but I am hopeful that the institution will agree to enlarge its commitment to these important units to accommodate the imminent growth returns that will come from new department. The new departmental home for Indigenous studies in conjunction with the AISC will further embed a campus climate that supports Indigeneity and Indigenous inclusion, offering more permanent signals and access points that are attentive to Indigeneity on campus. Such signals and access points are important ways to

further reinforce the value of Indigeneity, and to highlight territorial acknowledgement as well as further honor UCLA's responsibilities as a land grant institution.

Given the exceptional caliber of the faculty and academic programming, the AIS department will undoubtedly maintain continuity in drawing a strong pool of applicants. The proposal indicates an 85-student waiting list for Indigenous studies and cites a current lack of space to accommodate these students! For many of us working at other institutions, these are numbers we are working hard to approximate. Ultimately, these numbers are a key indicator of growth potential. Expanded and consolidated efforts associated with departmentalization will further ensure the recruitment even larger numbers of students. Opportunities for the positive placement of AIS graduates also continue to rise. Indigenous studies prepare students to work in a variety of capacities. Graduates can attain positions with tribes; Indigenous organizations; federal, state, and local governments; social service agencies; non-profit organizations; community organizations; museums; youth-serving organizations; schools; and research centers, among others. It is also important to note that the Canadian education system now requires the inclusion of Indigenous studies curriculum at all levels. These mandates are increasingly pushing American higher education institutions to follow suit, creating more opportunities for the academic placement of Indigenous studies graduate students in US and Canadian universities and colleges.

In closing, let me reiterate my enthusiastic endorsement of AIS departmentalization at UCLA. As an Indigenous scholar, my commitment to the field, and to our students and communities transcends institutional boundaries. We want our students to receive the best instruction, research opportunities, mentorship, and training, and for them to be treated with dignity and to achieve success in their educational and scholarly endeavors wherever they choose to go. We need more departments and programs to serve the needs of our students, as well as those of our communities and nations. UCLA has an opportunity to do a tremendous service to our field and to our people by supporting the departmentalization of AIS on its campus. It is the next moral and logical step to ensure that more can benefit from the richness of the faculty talent and expertise, programming, and resources in AIS that UCLA can offer.

Niawen.



Theresa L. McCarthy  
(Six Nations, Onondaga)  
Associate Professor,  
American Studies/TNS  
Associate Dean for  
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THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

19 May 2020

**Re: UCLA AIS Departmentalization Proposal**

Tēnā koutou e te Rangatira mā, Academic Senate,

I am writing in strong support of the proposal to departmentalize the American Indian Studies Interdepartmental Degree Program. I write from a unique perspective as a current and former Dean of two Indigenous Faculties previously at the University of Alberta's Faculty of Native Studies, and now at the Faculty of Māori and Indigenous Studies at the University of Waikato. This is unique because Indigenous Faculties are rare globally, and I have been a Dean of two Faculties in a trans-international context. The Faculty I am currently Dean of is recognized as a benchmark for Indigenous Studies and Indigenous scholarship. I am also President-Elect of the Native American and Indigenous Studies Association (NAISA); the world's largest and most important Indigenous Studies academic association. These experiences give me a distinctive perspective on Indigenous academic units and their status as Faculties, Departments, Programs etc.

Generally, 'academic independence' (for want of a better term) of an Indigenous academic unit reflects a University's commitment to Indigenous peoples and particularly the Indigenous peoples where the University is located. The commitment can be seen in various charters, university strategic plans, mission documents etc., and typically the most independent Indigenous academic unit is the flagship in these documents because it demonstrates the university's commitment and placement of value on Indigenous epistemologies, research, pedagogies, teachings, practices and cultures. Crucially this involves some autonomy from Western disciplinary frameworks that tend to structure the university. In turn, from my experience, the relative autonomy of Indigenous academic units is crucial to how multiple communities conceive of, view and comprehend the university as a place that values Indigenous knowledge, or not.

To the specific proposal; quite simply for a university like UCLA, knowing something of its context and reputation, the proposed departmentalization is completely in step with, as the proposal says, with "the growing prominence of Native American and Indigenous Studies in the academy both domestically and internationally". That is, Indigenous Studies is one of the most important and rapidly developing disciplines and universities worldwide are realising the significance of autonomous Indigenous Faculty's and Departments to the academic structure of the University. Universities, through the creation of Indigenous Departments, are able to demonstrate and visibilize responsibility and allegiance to Indigenous knowledge and curricula through undergraduate and graduate programming, whilst signifying investment in Indigenous faculty and to its communities.

I should note that UCLA is already well known for the quality of its Indigenous and non-indigenous faculty working in the Indigenous Studies area. The faculty are absolutely stellar, which is important because at the end of the day it will be the faculty who create and drive the quality and rigor of the curricula developments that ultimately students experience. Many

of the faculty I can see associated to this proposal are absolute leaders in the field of Indigenous Studies in terms of, for example scholarly organisations such as NAISA, but also as leaders in Indigenous thought creation. Suffice to say that the proposal is excellent and what is outlined is robust, is clearly rationalised, and makes sense in terms of fundamentals such as size, facilities and budgets. I have no doubt that the academic curricula and students who graduate out of the proposed department will reflect the strength of Indigenous faculty leadership.

The departmentalization of the American Indian Studies Interdepartmental Degree Program at UCLA is an important strategic and ethical development for the University's reputation as a leader in community and Indigenous relations, and as a forward thinking University in terms of curricula and hence graduate profile. I strongly support this proposal and am more than happy to offer anything I can to help with the future Department's success.

Ngā mihi



Professor Brendan Hokowhitu  
Dean/Te Amokapua  
Faculty of Māori & Indigenous Studies  
University of Waikato

## **Appendix D: By-laws for Department**

UCLA Department of American Indian Studies Bylaws Draft  
*College of Letters and Science Graduate Council approval date*  
*Undergraduate Council approval dates (the Councils will insert approval date).*  
 September 16, 2021

**I. Bylaws**

- A. Bylaws: These bylaws contain the core governing principles for the American Indian Studies Department, hereafter “Department.” They should be read in tandem with the *Standing Rules and Procedures* of the Department that regulate current departmental practices.
- B. Amendment: Amendments to these bylaws may be proposed by any two voting members of the department. The written request to amend a bylaw will be referred to the Department Chair, or a written request of any two voting member may be forwarded to the Chair, which will then be brought to a departmental meeting for discussion. If the request is endorsed by a majority of the voting Faculty at a departmental meeting, an official ballot shall be sent to Faculty for a vote. An amendment is accepted if it is supported by at least a two-thirds majority of the Senate Faculty in a secret ballot. Not less than ten days prior to any regular or special meeting, at which addition to, amendment of, or deletion of all or any portion of the Bylaws is considered. The Department shall post to the Faculty a written notice of any such proposed addition, amendment, or deletion.
- C. Access: These bylaws shall be posted on the departmental website and be accessible without restriction. At the beginning of each academic year, the Chair will be responsible for distributing a copy of the bylaws to each voting member of the Department and designated student representatives. In addition, a copy of the bylaws shall be kept in the Chair's office.

**II. Department Membership and Meetings**

- A. Voting Membership:
  - 1. Membership in the Faculty of Department is defined by Divisional Bylaws 50 (A) and 184. Members of the Academic Senate are Assistant, Associate, and Full Professors in the Regular Series who hold full, split or joint appointments (0-100%) within the Department. Faculty with 0% appointment in AIS will not have voting privileges unless expressly agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the depart.
  - 2. Additionally, Senior Lecturer (SOE), or titles in the Professor in Residence series who hold full, split or joint appointments (0-100%) in the Department are members of the Department. Faculty with 0% appointment in AIS will not have voting privileges unless expressly

agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty. Faculty holding FTE from the American Indian Studies Center will automatically be granted department voting privileges regardless of percent of their appointment in the depart.

- B. Non-Senate Faculty and other Departmental Personnel:
  - 1. Non-Senate faculty and staff may attend departmental business meetings, place items on the agenda for departmental consideration and participate in deliberations.
  - 2. As provided by The CALL, Appendix 4, Non-Senate faculty may not vote on personnel matters. Unless otherwise provided by vote of the faculty, non-ladder faculty are not eligible to vote at departmental meetings.
  - 3. Emeriti faculty on recall have rights to participate and vote on substantial departmental questions in accordance with Senate Bylaw 55 (D)(3).
- C. Student Representatives: The American Indian Graduate Student Association and the Undergraduate American Indian Student Association shall designate one graduate and one undergraduate student from their respective membership to serve as student representatives to the Department for the academic year. Additionally, a graduate student from the Native American Lawyers Student Association shall designate one student from their membership to serve as a student representative to the Department for the academic year.
  - 1. Such designations should be made by the appropriate undergraduate and graduate organizations no later than week 5 of the Fall Quarter.
  - 2. Student representatives may attend and participate in all departmental meetings, except those dealing with personnel actions or other confidential matters as determined by the Chair.
  - 3. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions.
- D. Department Meetings:
  - 1. Department meetings take place at the call of the departmental Chair, upon at least one week's notice. The Chair or a designated substitute presides at all meetings. There will at least one meeting per quarter within the academic year.
  - 2. In the absence of the Chair, a Chair should be elected from among the members present in the duly called department meeting.
  - 3. Per the Call (Bylaw 55, II-6, <http://www.apo.ucla.edu/call/append4.htm>), "upon the request of 2 Senate members, the Chair must schedule and hold a meeting within ten days." Any Senate member may also request that an item be placed upon the agenda of a previously scheduled meeting.
- E. Minutes: Minutes of the department meetings shall be taken by a staff member and distributed in timely fashion to the voting faculty, as well as to designated student representatives. These minutes are subject to approval by majority vote at a subsequent faculty meeting. Minutes shall include a list of individuals present at the meeting.



1. A copy of minutes from all departmental meetings will be preserved in the Chair's office, where any voting member of the department may consult them on demand.

### III. Voting

- A. General Department Business – This includes all non-personnel matters that the department will undertake during the course of a normal academic year. This business includes, but is not limited to, all aspects of teaching, service and student affairs for the American Indian Studies department.
- B. Personnel Actions
  1. Appointments. All appointment votes will be for new department hires and/or new appointments to the American Indian Studies department from existing faculty residing at other departments within UCLA.
  2. Merit. All merit votes will be for movement to a new step within an existing academic hurdle level. These merit reviews happen, on average for most faculty, every two years or so.
  3. Promotions. All promotion votes refer to hurdle level promotions such as the move from assistant professor to associate professor or associate professor to full professor.
- C. Quorum: One-half of the department members (as defined in Section II) not on leave at the time of the meeting constitutes a quorum to conduct department business during that quarter. One-half of the department members not on leave constitutes a quorum for personnel discussions as well. Meetings may be held virtually for non-personnel voting and meeting quorum purposes. For department meetings held entirely virtually or where one or more department members may attend virtually, quorum shall be established via roll call and members state names before speaking.
- D. Mode of Voting: Voting on departmental business is by a show of hands, unless a motion is made for a secret ballot. For votes other than personnel matters, where some or all department members are attending virtually, votes will occur by roll call or general consent instead of show of hands. Voting on personnel matters is by secret ballot only and subsequent to the meeting discussion; all voting members of the department receive 48 hours to cast a secret vote on personnel matters via a secure electronic system. Faculty members who cannot attend the meeting may also submit brief statements that the Chair is required to make available at the meeting. All departmental votes are majority votes unless otherwise specified. Department staff shall be in attendance as needed to assist with the recording of votes, minutes and reporting needs.
- E. Student Representative Voting. Student Representatives are eligible to vote at department meetings. However, their votes shall be recorded separately per UCLA Academic Senate By- Law 45E5 (<http://www.senate.ucla.edu/FormsDocs/Bylaws/ch4-3.htm#b45>). Student representatives may not participate in discussions dealing with collective bargaining issues or with personnel actions in connection with faculty advancement or appointment. Students may not participate in any proceedings involving confidential information and decisions regarding individual students; including admissions decisions. The Chair should ask the students to leave the meeting prior to any such discussions. Student representatives can also request to place items on the agenda for departmental consideration, and, a student representative may put forth a

motion but no student representative will be able to second that motion for voting purposes; a department faculty member will be required for a second of a motion.

- F. Zero percent appointments – Faculty with 0% appointment in AIS will not have voting privileges unless expressly agreed to in writing (and by duly recorded votes) from both the faculty member's home department and AIS faculty.

#### IV. **Officers**

- A. Chair: The Chair is appointed by the Chancellor upon the recommendation of the Dean of Social Sciences in consultation with the faculty of the department. The Chair serves at the Dean's discretion on an annual basis, although the term generally runs for three years with the possibility of renewal.

- B. Duties: The Chair holds fiduciary responsibility for the department and is responsible for the expenditure of resources and the administration of the program, acting in consultation with the faculty, as specified in APM -245(Appointment and Promotion: APM - 245 - Department Chairs). The Chair is responsible to the Chancellor through the Dean of Social Sciences. The Chair reports on the department's financial status to the Dean of Letters and Science at the end of each academic year. The main responsibilities of the Chair include:

1. To make teaching assignments in accordance with the policy described in Academic Senate Regulation 750 and to assign other duties to members of the department staff.
2. To prepare the schedule of courses and of times and places for class meetings.
3. To establish and supervise procedures for compliance with University policy on the use of guest lecturers and Academic Senate Regulation 546 on special studies courses.
4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides, subject to the terms of any pertinent Memorandum of Understanding.
5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.
6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)
7. To report promptly the resignation or death of any member of the department.
8. To be responsible for the custody and authorized use of University property assigned to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.
9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.

10. To maintain records and prepare reports in accord with University procedures.
11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.
12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.

C. Other Department Officers:

1. Acting Chair: The Chair will designate one of the members of the faculty to assume his/her place on a temporary basis during absence. Notification of this designation should be given to all departmental staff, faculty, and students.
2. Subcommittee Chairs. From among the members of the faculty, the Chair of the department may appoint chairs of the following and/or other useful and necessary subcommittees, assigning the responsibility of subcommittee chair for the academic year in which its members serve: 1) Admissions/Awards, 2) Teaching Assistant Selection, 3) Undergraduate Program Concerns, 4) Graduate Program Concerns, and 5) Other committees which may be necessary for issues which emerge in the course of a particular Academic Year (e.g. hiring, preparing for an 8-year review, etc.).

V. **Department Committees**

- A. Executive Committee – This committee contains one representative of all of the existing department committees and the Chair. This committee may be called as needed for a term of one year by the Chair. This committee will be called when the department requires additional coordination across existing committees in certain years. The purpose of the Executive Committee is to make recommendations to and advise on urgent decisions in between, faculty meetings.
- B. Admissions Committee
  1. The admissions committee will consist of a committee appointed by the Chair. Generally, the committee will consist of all department members. Decisions on the admissions of Masters students will be made by consensus at the meeting; in the event that consensus is not attained we will proceed to voting by majority. The meetings are generally held in early Winter quarter of each year.
- C. Ad Hoc Committees
  1. Appointment Committee – This committee will be appointed as needed by the Department Chair. This committee will serve for the time period required to conduct an academic search for a faculty member (of any rank) through all aspects of the process to the hiring stage. All personnel decisions and votes related to appointments will be made according to the rules established in Section VI Personnel Actions.

2. Personnel Committee. This committee will undertake all merit reviews and promotion reviews for department members and will make written recommendations to the entire department for voting purposes. All personnel decisions and votes will be made according to the rules established in Section VI Personnel Actions.
3. Curriculum Review Committee – This committee will be called as needed by the Chair when a review of the existing graduate or undergraduate curriculum is warranted. The committee will operate for the entire academic year unless a longer period is required and approved by the department Chair.
4. 8-Year and/or Other External Review Committee – This committee will be appointed as needed by the Department Chair to coordinate, respond and write up the reports or provide necessary information to either external or internal departmental reviews.
5. Any other committees as determined by departmental need and the approval of the Department Chair.

## **VI. Personnel Actions**

- A. Appointments for Regular Ladder Appointments: When a regular ladder appointment has been authorized by the Dean, the Chair shall appoint a search committee. Normally, the Search Committee will invite its leading candidates to campus in order to present a talk to the Department. It will then make a recommendation and write a report on the top candidate, which should be accessible to Department members at least ten working days before the departmental discussion and vote. If for any reason the Search Committee believes that the number of candidates invited should be reduced, or its procedure otherwise streamlined, it may seek approval of such change from the Chair, so long as the requested change is consistent with University regulations regarding searches. The committee will work in concert with the Chair to prepare a file and report for departmental discussion. Search Committees must adhere to all affirmative action laws, policies, and guidelines (<http://www.apo.ucla.edu/call/append5.htm> ).
  1. Voting. The vote on all personnel matters, including hiring, shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Student Participation. Student representatives (as defined in Section II C) shall serve as consulting members of the committee. These students will be asked to provide an evaluation in either written or oral form of the writings and public appearances of all candidates considered by the Search Committee, but may not under present University rules have access to confidential material (placement files, letters of recommendation, etc.). Other students may provide written evaluations to the search committee as well.
- B. Joint Appointments (0% in appointment in AIS). Faculty requesting a joint appointment should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans, as well as a CV. Requests for joint appointments will be considered in terms of the relevance of the individual's research

and teaching to the Department, as well as the programmatic needs and long-term goals of the Department.

1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Joint appointments shall have full voting rights in all departmental business including personnel actions.
  3. The AIS department does not conduct personnel reviews of these faculty members. However, a letter of support may be submitted on behalf of the AIS department to the another campus department or departments conducting a personnel review.
- C. Split Appointments (Greater than 0% appointment in AIS). Faculty requesting a greater than 0% appointment in American Indian Studies, or current split appointees seeking an increase or decrease in the percentage of their appointment held by the Department, should submit a request in writing to the Chair. Requests should describe the candidate's research and teaching plans. A CV and copies of pertinent teaching evaluations should accompany the request.
1. Voting. The vote on all personnel matters shall be by secret ballot. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
  2. Split appointments shall have full voting rights in all departmental business including personnel matters.
  3. Where American Indian Studies is not the primary appointment (or majority) department, a full, independent review will still occur for personnel actions. A vote on personnel matters shall be taken only after a meeting at which there has been an opportunity for full and informed discussion by the faculty.
- D. Merit Cases – within rank increases in step and salary. The Ad Hoc Personnel Committee will handle this activity as necessary when there are merit cases in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.

5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.
- E. Promotion Personnel Review - There will be no personnel actions or votes conducted for joint appointees that have requested and received an approved joint appointment waiver from the Department as specified in Academic Personnel Appendix 15: Joint and Split Appointments. The Ad Hoc Personnel Committee will handle this activity as necessary when there are Promotion Personnel Reviews in a particular academic year. The committee is comprised of 2-3 faculty members appointed by the Department Chair. Individuals serving on the Ad Hoc Personnel Committee must be of the same academic rank or higher than the individual being reviewed for Merit. However, voting privileges are extended to all members of the faculty regardless of rank as decided in the following department votes (provide dates and vote counts for extending the franchise to associate professors and to assistant professors).
1. Full dossier is made available for review by voting faculty prior to department meeting.
  2. Voting faculty meet to discuss the case. Chair presents the case, or designates another member of the faculty to present the case to the faculty.
  3. Voting occurs by secret ballot; a simple majority of department members who are eligible to vote on a particular case is required for a positive recommendation for merit increases.
  4. Chair drafts the letter of recommendation, or designates another member of the faculty to prepare the letter. The letter should address these four areas: 1) teaching; 2) research and other creative work; 3) professional activity; and 4) University and public service.
  5. Chair circulates draft of the letter to the voting faculty for comment.
  6. Chair submits letter.

## **Appendix E: Peer AIS programs and departments**

Name of College/University	Type of Institution	Name of Program
UC Berkeley	UC	Indigenous and Native Education (INC) Recruitment and Retention Center, formerly known as Native American Recruitment and Retention Center (NARRC)
UC Davis	UC	The American Indian Recruitment and Retention (AIRR) program of the Student Recruitment and Retention Center (SRRC)
UC Irvine	UC	UCI Native American Resource Guide
UCLA	UC	American Indian Recruitment (AIR)
UC Merced	UC	N/A
UC Riverside	UC	NASP – Native American Student Program
UC San Diego	UC	Intertribal Resource Center
UC San Francisco	UC	N/A



UC Santa Barbara	UC	UC Santa Barbara American Indian Community Brochure
UC Santa Cruz	UC	American Indian Resource Center
CSU Bakersfield	CSU	N/A
CSU Channel Islands	CSU	N/A
CSU Chico	CSU	Native American Resources: Office of Diversity and Inclusion
CSU Dominguez Hills	CSU	American Indian Institute
CSU East Bay	CSU	N/A
CSU Fresno	CSU	Native American Initiative

CSU Fullerton	CSU	A Resolution for Native American Recruitment, Retention and Support by the Associated Students
CSU Humboldt	CSU	Indian Tribal Education and Personnel Program (ITEPP)
(Humboldt cont'd)		Education Opportunity Program (EOP) and Native American Support Program
CSU Long Beach	CSU	N/A
CSU Los Angeles	CSU	N/A
CSU Maritime Academy	CSU	N/A
CSU Monterey Bay	CSU	N/A
CSU Northridge	CSU	American Indian Student Association

CSU Pomona	CSU	Native American Student Center
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CSU Sacramento	CSU	Native Scholars & Transition Program
CSU San Bernardino	CSU	N/A

CSU San Diego	CSU	American Indian Recruitment (AIR) Program
CSU San Francisco	CSU	N/A
CSU San José	CSU	N/A
CSU San Luis Obispo	CSU	

CSU San Marcos	CSU	Tribal Engagement Initiative
CSU Sonoma	CSU	N/A
CSU Stanislaus	CSU	N/A

Pitzer College	Private	Native Youth to College Program
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Mendocino College	Private	Native American Student Resources Center
Sacramento City College	Public	Native American Student Development and Success

Recruitment Efforts	Retention Efforts	Nature of Organization? (e.g., student organization or university program?)
<p>collaborative events with organizations such as the Native American Health Center, Intertribal Friendship House, and the American Indian Child Resource Center</p>	<p>Establishing a support system at Cal by providing safe spaces on campus as well as collaborating with other on-campus organizations</p>	<p>Student organization with staff members</p>
<p>Rancheria and Reservation Outreach Trips, Community Centers Outreach, Tutoring, and Annual Native Youth Conference</p>	<p>Native Welcome Orientation, Day of Indigenous Resistance, Native Leadership Retreat, Native Film Festival, Workshops</p>	<p>Student-led recruitment and retention efforts with a faculty director</p>
<p>Native American Resource Guide and Land Acknowledgement</p>	<p>Natie American Student Organizations, academic programs</p>	<p>Student organizations</p>
<p>Student outreach, Weekly Sites, Higher Education Awareness, and Community College</p>	<p>N/A</p>	<p>Student initiated, student run project sponsored by the American Indian Student Association</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>N/A</p>	<p>A "circle of support dedicated to academic, social, and personal success of Native American students"</p>	<p>UCR is the first University of California campus to open an office focused on serving American Indian students, and remains only one of a few in the system</p>
<p>Building partnerships with local Native communities and education programs</p>	<p>N/A</p>	<p>One of six Campus Community Resource Centers serving the UC San Diego campus</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Welcome from the Chumash Community, American Indian and Indigenous Studies Minor, STANDS (Students Taking Action for Native Dreams of Success), now in its fourth year, is a day-long outreach conference hosted by UCSB American Indian student leaders</p>	<p>American Indian Cultural Resource Center</p>	<p>Student-run outreach, admissions brochure, and academic programs</p>
<p>Scholarships and academic programs</p>	<p>American Indian Resource Center, cultural events, and academic programs</p>	<p>University program with student internships available</p>
N/A	N/A	N/A
N/A	N/A	N/A
N/A	<p>Student organizations</p>	<p>Student organizations and fraternities/sororities</p>
<p>Community Partnerships</p>	<p>Student organizations and community events</p>	<p>University program</p>
N/A	N/A	N/A
<p>Native American Youth Conference, community partnerships</p>	<p>Develop and maintain support networks within the university and the Native American community, community events</p>	<p>University Program through the Office of Student Affairs</p>

ASI strongly recommends that the Division of Student Affairs by Spring 2020 create a strategic enrollment management model, which will maximize the University's resources in yield efforts towards the recruitment, inclusion, and retention of Native American students, ASI urges more aggressive recruitment of Native American Students through the creation of programs within the Office of Outreach, Recruitment and Orientation to engage with local tribal nations, boarding schools, community colleges and high schools with high Native American Enrollment

Recognizing the cultural spaces inhabited by the Inter-Tribal Student Council and MEChA within McCarthy Hall as a foundational piece of history to CSU Fullerton

Student government initiated the Resolution

N/A

Academic programs, professional development, job placement, and community events

Academic programs

EOP was created to increase access and improve retention of low-income and historically underrepresented students in higher education. The program provides admissions, academic and financial assistance to eligible California residents.

Humboldt State offers extensive personal support, mentoring and tutoring for Native students.

California's Program

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

Support groups and up to date open forums to consider contemporary concerns of all First Peoples

Student Organization

Hosts tribal groups and organizations and also attend local Native community conferences and educational events to show Cal Poly Pomona offers a home-away-from-home for all Native students	Outreach, recruitment, and retention and graduation of Native American students at Cal Poly Pomona	Student organization with staff members
Supporting and guiding students through the admission process, transitional student support through summer programming, learning community offerings for Native students at both the upper division and lower division levels	cultural programming, college motivation days, college and community resource fairs, program celebrations, and social and student support gatherings	University Program through the Office of Student Affairs
N/A	N/A	N/A
The AIR Program, therefore, offers supplemental educational instruction through tutoring, mentoring, and various activities designed to achieve success within high school and higher education.		University Program (partnership with the Dept. of American Indian Studies)
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
some of the lowest college matriculation rates and highest high school dropout rates in the country.	Participation in the academic setting, involvement in the university community, and social and relational experiences outside of class	University Program
At CSUSM, we have made reversing these numbers a priority and the Tribal Initiative is making progress. As a result,		
N/A	N/A	N/A
N/A	N/A	N/A
The Native Youth to College Program is a college preparatory experience for Native American high school students in 9th-12th grades, designed to motivate them to complete high school.		
N/A		



Assistance with Admission Process	The NAPMP is a peer-to-peer model designed to facilitate the successful transition and retention of prospective and current Native American students.	College Program
Assist with Financial Aid (FAFSA, Fee Waiver, etc.)		
Assistance with Tribal Education Funding and Scholarships		
Native American Student Development and Success staff reach out to our local and surrounding Native communities, high schools, elementary schools, and community events.	N/A	College Program

Location of Recruitment Program (e.g., part of Admissions Department or separate?)	Year Founded	Best Practices
Student organization	N/A	Partnerships, support systems, safe spaces
Separate from admissions	N/A	Annual Native Youth Conference, community events, community outreach
Part of admissions	N/A	Land Acknowledgement, student organizations, academic programs
Student organization	N/A	Student outreach and higher education awareness
N/A	N/A	N/A
Separate from admissions		Support systems (social and academic) 1980
Separate from admissions		Community partnerships and student outreach 2016
N/A	N/A	N/A

Part of admissions	N/A	Outreach conference, academic programs, resource center
Separate from admissions		Scholarships, academic programs, and cultural events
N/A	N/A	N/A
N/A	N/A	N/A
Separate from admissions	N/A	Support systems (social and academic)
Separate from admissions		Community partnerships and student outreach
N/A	N/A	N/A
Separate from admissions (part of student affairs)		Support systems (social and academic), Native American Youth Conference, and community events
		2016

Student organization		Community partnerships and student outreach, safe spaces and cultural spaces
Separate from admissions	N/A	Academic programs, professional development, job placement, and community events
Separate from admissions	N/A	Academic programs, financial assistance, mentoring, and tutoring
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Student organization		Support systems (social and academic)

Separate from admissions	N/A	Community partnerships, community events, and support systems
Separate from admissions (part of student affairs)	N/A	Academic support, cultural programming, social support systems, college awareness
N/A	N/A	N/A
Partnership with Dept. of American Indian Studies	N/A	Tutoring, mentoring, college awareness
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Part of admissions		Partnerships, Native Advisory Council, Land Acknowledgement, American Indian Studies department
N/A	N/A	2007 N/A
N/A	N/A	N/A
Separate from admissions		

N/A

N/A

Separate from admissions

N/A

Land Acknowledgement, Annual  
Events, Partnerships (American  
Indian Summer Institute),  
Student support network

Link

<https://callink.berkeley.edu/organization/nativeamericanrrc>

<https://srrc.ucdavis.edu/airr-american-indian-recruitment-retention>  
<https://www.admissions.uci.edu/pdf/2018-publications/2018-native-guide.pdf>

<https://escholarship.org/uc/item/7df2k8zt>

N/A

<https://nasp.ucr.edu/>

<https://itrc.ucsd.edu/>

N/A

<https://admissions.sa.ucsb.edu/docs/default-source/PDFs/american-indian-resource-guide.pdf?sfvrsn=4>

<https://airc.ucsc.edu/index.html>

N/A

N/A

<https://www.csuchico.edu/diversity/resources/guides/native-american/index.shtml>

<https://www.csudh.edu/slice/aai/>

N/A

<http://fresnostate.edu/studentaffairs/outreach/airri/>



<https://asi.fullerton.edu/wp-content/uploads/A-Resolution-For-Native-American-Recruitment-Retention-and-Support.pdf>

<http://www.humboldt.edu/nativeprograms/>

<http://www.humboldt.edu/nativeprograms/>

N/A

N/A

N/A

N/A

<https://www.csun.edu/humanities/american-indian-studies/american-indian-student-association>

<https://www.cpp.edu/~oslcc/native-american-student-center/index.shtml>

<https://www.csus.edu/student-affairs/retention-academic-success/native-scholars-transition-program.html>

N/A

<http://airprograms.org/Students.html>

N/A

N/A

N/A

<https://www.csusm.edu/tribal/index.html>

N/A

N/A

<https://nativeyouth2college.org/>

<https://www.mendocino.edu/student-services/native-american-outreach>

<https://www.scc.losrios.edu/equity/native-american-student-development-and-success/>

## **Appendix F: Course and enrollment data**

**AM IND course enrollment**  
**Primary sections only**

	Sum of enrollment_wk3
<b>2010-11</b>	<b>298</b>
<b>10F</b>	<b>160</b>
AM IND 0010 M - AMERICN INDIAN STDS	85
AM IND 0120 C - WRKNG-TRIBAL COMMITY	20
AM IND 0130 C - CAL INDIAN STRATGYS	9
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0200C M - CNTMP ISS-AMER INDN	10
AM IND 0202 M - RESEARCH DESIGN	9
AM IND 0220 C - WRKNG-TRIBAL COMMITY	4
AM IND 0228A M - TRIBAL LGL SYS	2
AM IND 0230 C - CAL INDIAN STRATGYS	8
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	4
<b>11W</b>	<b>68</b>
AM IND 0118 M - RETENTION&OUTREACH	1
AM IND 0121 C - WRKNG-TRIBAL COMMITY	16
AM IND 0178 C - CAL-CLTRL RSRC MGMT	12
AM IND 0200A M - ADV HIST-AMRCN INDN	9
AM IND 0200B M - CULT VWS-NATV AMRCN	12
AM IND 0221 C - WRKNG-TRIBAL COMMITY	1
AM IND 0267A M - FED INDIAN LAW II	5
AM IND 0278 C - CAL-CLTRL RSRC MGMT	4
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	3
<b>11S</b>	<b>70</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	15
AM IND 0145 C - INDIGENOUS NATIONS	2
AM IND 0161 M - COMP US INDN SOCTYS	9
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0187 - SPECIAL TOPICS	5
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0201 - TPC-AMRCN INDN STDS	1
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0245 C - INDIGENOUS NATIONS	5
AM IND 0261 - CMPRTV INDGNS SCTYS	1
AM IND 0267B - FED INDIAN LAW II	5
AM IND 0596 - DIRECTED INDIV STDY	10
AM IND 0598 - RSCH&PREP-MA THESIS	8

<b>2011-12</b>	<b>261</b>
<b>11F</b>	<b>174</b>
AM IND 0010 M - AMERICN INDIAN STDS	86
AM IND 0089HC - HONORS CONTRACTS	1
AM IND 0120 C - WRKNG-TRIBAL COMMITY	20
AM IND 0130 C - CAL INDIAN STRATGYS	7
AM IND 0162 M - LANGUAGE ENDANGRMNT	4
AM IND 0170 C - CALIF INDIAN HIST	29
AM IND 0200C M - CNTMP ISS-AMER INDN	4
AM IND 0202 M - RESEARCH DESIGN	3
AM IND 0220 C - WRKNG-TRIBAL COMMITY	2
AM IND 0230 C - CAL INDIAN STRATGYS	1
AM IND 0265 M - FED INDIAN LAW I	2
AM IND 0270 C - CALIF INDIAN HIST	5
AM IND 0272 M - CULTURAL PROP LAW	2
AM IND 0375 - TCHNG APRNTC PRCTCM	2
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	3
<b>12W</b>	<b>43</b>
AM IND 0118 M - RETENTION&OUTREACH	1
AM IND 0121 C - WRKNG-TRIBAL COMMITY	17
AM IND 0178 C - CAL-CLTRL RSRC MGMT	4
AM IND 0200A M - ADV HIST-AMRCN INDN	6
AM IND 0221 C - WRKNG-TRIBAL COMMITY	1
AM IND 0278 C - CAL-CLTRL RSRC MGMT	3
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	5
<b>12S</b>	<b>44</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	14
AM IND 0161 M - COMP US INDN SOCTYS	7
AM IND 0200B M - CULT VWS-NATV AMRCN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	1
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	10
<b>2012-13</b>	<b>229</b>
<b>12F</b>	<b>142</b>
AM IND 0010 M - AMERICN INDIAN STDS	59
AM IND 0120 C - WRKNG-TRIBAL COMMITY	22
AM IND 0145 C - INDIGENOUS NATIONS	17
AM IND 0162 M - LANGUAGE ENDANGRMNT	6
AM IND 0187 - SPECIAL TOPICS	12
AM IND 0200C M - CNTMP ISS-AMER INDN	4
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0202 M - RESEARCH DESIGN	2

AM IND 0220 C - WRKNG-TRIBAL COMMTY	4
AM IND 0228A M - TRIBAL LGL SYS	2
AM IND 0265 M - FED INDIAN LAW I	1
AM IND 0272 M - CULTURAL PROP LAW	3
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	1

### **13W 33**

AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMTY	8
AM IND 0187 - SPECIAL TOPICS	6
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0221 C - WRKNG-TRIBAL COMMTY	2
AM IND 0238A M - TRIBAL LGL DEV CLIN	1
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	2

### **13S 54**

AM IND 0122SLC - WRKNG-TRIBAL COMMTY	5
AM IND 0161 M - COMP US INDN SOCTYS	23
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0200B M - CULT VWS-NATV AMRCN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMTY	1
AM IND 0238B - TRIBAL LGL DEV CLIN	1
AM IND 0261 - CMPRTV INDGNS SCTYS	7
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	7

## **2013-14 337**

### **13F 156**

AM IND 0010 M - AMERICN INDIAN STDS	66
AM IND 0019 - FIAT LUX FRSHMN SEM	11
AM IND 0120 C - WRKNG-TRIBAL COMMTY	25
AM IND 0130 C - CAL INDIAN STRATGYS	14
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0198B - HONORS RESEARCH	1
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0200C M - CNTMP ISS-AMER INDN	8
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0220 C - WRKNG-TRIBAL COMMTY	5
AM IND 0230 C - CAL INDIAN STRATGYS	4
AM IND 0265 - FED INDIAN LAW I	2
AM IND 0274 - GOOD NATIVE GVRNNCE	6
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	1

AM IND 0598 - RSCH&PREP-MA THESIS 1

**14W 117**

AM IND 0010 M - AMERICN INDIAN STDS 65  
 AM IND 0118 M - RETENTION&OUTREACH 3  
 AM IND 0121 C - WRKNG-TRIBAL COMMITY 6  
 AM IND 0187 - SPECIAL TOPICS 18  
 AM IND 0200B M - CULT VWS-NATV AMRCN 9  
 AM IND 0200D M - ECON DEVELOPMENT 4  
 AM IND 0238A - TRIBAL LGL DEV CLIN 1  
 AM IND 0375 - TCHNG APRNTC PRCTCM 3  
 AM IND 0596 - DIRECTED INDIV STDY 7  
 AM IND 0598 - RSCH&PREP-MA THESIS 1

**14S 64**

AM IND 0122SLC - WRKNG-TRIBAL COMMITY 4  
 AM IND 0161 M - COMP US INDN SOCTYS 27  
 AM IND 0198C - HONORS RESEARCH 1  
 AM IND 0199 - DIRECTED RESEARCH 3  
 AM IND 0199C - CAPSTONE SYNTHESIS 1  
 AM IND 0200A M - ADV HIST-AMRCN INDN 9  
 AM IND 0238B - TRIBAL LGL DEV CLIN 1  
 AM IND 0261 - CMPRTV INDGNS SCTYS 7  
 AM IND 0596 - DIRECTED INDIV STDY 6  
 AM IND 0598 - RSCH&PREP-MA THESIS 5

**2014-15 346**

**14F 158**

AM IND 0010 M - AMERICN INDIAN STDS 62  
 AM IND 0120 C - WRKNG-TRIBAL COMMITY 25  
 AM IND 0145 C - INDIGENOUS NATIONS 14  
 AM IND 0162 M - LANGUAGE ENDANGRMNT 4  
 AM IND 0170 C - CALIF INDIAN HIST 28  
 AM IND 0198C - HONORS RESEARCH 1  
 AM IND 0200C M - CNTMP ISS-AMER INDN 7  
 AM IND 0220 C - WRKNG-TRIBAL COMMITY 2  
 AM IND 0245 C - INDIGENOUS NATIONS 4  
 AM IND 0270 C - CALIF INDIAN HIST 6  
 AM IND 0375 - TCHNG APRNTC PRCTCM 3  
 AM IND 0598 - RSCH&PREP-MA THESIS 2

**15W 115**

AM IND 0010 M - AMERICN INDIAN STDS 69  
 AM IND 0118 M - RETENTION&OUTREACH 4  
 AM IND 0121 C - WRKNG-TRIBAL COMMITY 10  
 AM IND 0197 - INDIVIDUAL STUDIES 1  
 AM IND 0199C - CAPSTONE SYNTHESIS 2  
 AM IND 0200B M - CULT VWS-NATV AMRCN 10



AM IND 0200D M - ECON DEVELOPMENT	9
AM IND 0221 C - WRKNG-TRIBAL COMMITY	3
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	1
AM IND 0598 - RSCH&PREP-MA THESIS	3

## **15S 73**

AM IND 0122SLC - WRKNG-TRIBAL COMMITY	5
AM IND 0161 M - COMP US INDN SOCTYS	28
AM IND 0187 - SPECIAL TOPICS	21
AM IND 0195CEM - COMPARATIVE INTERN	1
AM IND 0200A M - ADV HIST-AMRCN INDN	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	1
AM IND 0261 - CMPRTV INDGNS SCTYS	4
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	7

## **2015-16 369**

### **15F 165**

AM IND 0010 M - AMERICN INDIAN STDS	59
AM IND 0019 - FIAT LUX FRSHMN SEM	16
AM IND 0120 C - WRKNG-TRIBAL COMMITY	25
AM IND 0130 C - CAL INDIAN STRATGYS	8
AM IND 0162 M - LANGUAGE ENDANGRMNT	5
AM IND 0168 CM - HLTHCARE-AMRC INDN	10
AM IND 0200B M - CULT VWS-NATV AMRCN	11
AM IND 0200C M - CNTMP ISS-AMER INDN	8
AM IND 0220 C - WRKNG-TRIBAL COMMITY	9
AM IND 0230 C - CAL INDIAN STRATGYS	3
AM IND 0268 C - HLTHCARE-AMRC INDN	2
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	4

### **16W 122**

AM IND 0010 M - AMERICN INDIAN STDS	67
AM IND 0099 - STUDENT RSRCH PRGRM	1
AM IND 0118 M - RETENTION&OUTREACH	2
AM IND 0121 C - WRKNG-TRIBAL COMMITY	11
AM IND 0187 - SPECIAL TOPICS	15
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0200D M - ECON DEVELOPMENT	6
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0221 C - WRKNG-TRIBAL COMMITY	4
AM IND 0274 - GOOD NATIVE GVRNNCE	4
AM IND 0375 - TCHNG APRNTC PRCTCM	3
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	2

<b>16S</b>	<b>82</b>
AM IND 0099 - STUDENT RSRCH PRGRM	3
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	11
AM IND 0161 M - COMP US INDN SOCTYS	27
AM IND 0187 - SPECIAL TOPICS	10
AM IND 0195 - INTERNSHIP	1
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	8
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	4
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	3

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<b>2016-17</b>	<b>439</b>
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<b>16F</b>	<b>216</b>
AM IND 0010 M - AMERICN INDIAN STDS	124
AM IND 0120 C - WRKNG-TRIBAL COMMITY	27
AM IND 0162 M - LANGUAGE ENDANGRMNT	8
AM IND 0168 CM - HLTHCARE-AMRC INDN	4
AM IND 0187 - SPECIAL TOPICS	26
AM IND 0199 - DIRECTED RESEARCH	2
AM IND 0201 - TPC-AMRCN INDN STDS	2
AM IND 0220 C - WRKNG-TRIBAL COMMITY	8
AM IND 0268 C - HLTHCARE-AMRC INDN	4
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	4

<b>17W</b>	<b>167</b>
AM IND 0010 M - AMERICN INDIAN STDS	93
AM IND 0018 M - LEADERSHP&RETENTION	3
AM IND 0118 M - RETENTION&OUTREACH	2
AM IND 0121 C - WRKNG-TRIBAL COMMITY	11
AM IND 0187 - SPECIAL TOPICS	12
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200D M - ECON DEVELOPMENT	8
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0221 C - WRKNG-TRIBAL COMMITY	7
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0272 M - CULTURAL PROP LAW	2
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	9

<b>17S</b>	<b>56</b>
AM IND 0099 - STUDENT RSRCH PRGRM	1
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	12
AM IND 0197 - INDIVIDUAL STUDIES	1
AM IND 0199C - CAPSTONE SYNTHESIS	6
AM IND 0200A M - ADV HIST-AMRCN INDN	7
AM IND 0201 - TPC-AMRCN INDN STDS	4
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	6
AM IND 0265B - FED INDIAN LAW I	2
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	12

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<b>2017-18</b>	<b>414</b>
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<b>17F</b>	<b>192</b>
AM IND 0010 M - AMERICN INDIAN STDS	120
AM IND 0161 M - COMP US INDN SOCTYS	28
AM IND 0200C M - CNTMP ISS-AMER INDN	15
AM IND 0200D M - ECON DEVELOPMENT	8
AM IND 0228A - TRIBAL LGL SYS	1
AM IND 0261 - CMPRTV INDGNS SCTYS	6
AM IND 0265 - FED INDIAN LAW I	1
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	5
AM IND 0598 - RSCH&PREP-MA THESIS	4

<b>18W</b>	<b>160</b>
AM IND 0010 M - AMERICN INDIAN STDS	102
AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	5
AM IND 0200B M - CULT VWS-NATV AMRCN	14
AM IND 0201 - TPC-AMRCN INDN STDS	12
AM IND 0221 C - WRKNG-TRIBAL COMMITY	4
AM IND 0274 - GOOD NATIVE GVRNNCE	3
AM IND 0375 - TCHNG APRNTC PRCTCM	4
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	8

<b>18S</b>	<b>62</b>
AM IND 0018 M - LEADERSHP&RETENTION	1
AM IND 0019 - FIAT LUX FRSHMN SEM	6
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0187 - SPECIAL TOPICS	16
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0201 - TPC-AMRCN INDN STDS	5
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	2
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	15

<b>2018-19</b>	<b>485</b>
<b>18F</b>	<b>191</b>
AM IND 0010 M - AMERICN INDIAN STDS	150
AM IND 0162 M - LANGUAGE ENDANGRMNT	12
AM IND 0200B M - CULT VWS-NATV AMRCN	19
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	3
AM IND 0598 - RSCH&PREP-MA THESIS	2
<b>19W</b>	<b>229</b>
AM IND 0010 M - AMERICN INDIAN STDS	151
AM IND 0019 - FIAT LUX FRSHMN SEM	18
AM IND 0118 M - RETENTION&OUTREACH	4
AM IND 0121 C - WRKNG-TRIBAL COMMITY	16
AM IND 0187A M - TPCS:AM IND&GEND ST	10
AM IND 0200A M - ADV HIST-AMRCN INDN	6
AM IND 0201 - TPC-AMRCN INDN STDS	5
AM IND 0221 C - WRKNG-TRIBAL COMMITY	3
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	2
AM IND 0598 - RSCH&PREP-MA THESIS	7
<b>19S</b>	<b>65</b>
AM IND 0122SLC - WRKNG-TRIBAL COMMITY	8
AM IND 0161 M - COMP US INDN SOCTYS	20
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200C M - CNTMP ISS-AMER INDN	9
AM IND 0222SLC - WRKNG-TRIBAL COMMITY	6
AM IND 0261 - CMPRTV INDGNS SCTYS	1
AM IND 0265B - FED INDIAN LAW I	2
AM IND 0596 - DIRECTED INDIV STDY	4
AM IND 0598 - RSCH&PREP-MA THESIS	12
<b>2019-20</b>	<b>496</b>
<b>19F</b>	<b>195</b>
AM IND 0010 M - AMERICN INDIAN STDS	164
AM IND 0202 - KEY THEORY&CONCEPTS	14
AM IND 0238A - TRIBAL LGL DEV CLIN	1
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	5
<b>20W</b>	<b>223</b>
AM IND 0010 M - AMERICN INDIAN STDS	146
AM IND 0019 - FIAT LUX FRSHMN SEM	20

AM IND 0121 C - WRKNG-TRIBAL COMMTY	6
AM IND 0187A M - TPCS:AM IND&GEND ST	6
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0201 - AMER IND & INDIG ST	3
AM IND 0208 M - NAT AMER LANG&INDIG	8
AM IND 0221 C - WRKNG-TRIBAL COMMTY	9
AM IND 0265A M - FED INDIAN LAW I	2
AM IND 0375 - TCHNG APRNTC PRCTCM	5
AM IND 0596 - DIRECTED INDIV STDY	8
AM IND 0598 - RSCH&PREP-MA THESIS	9
<b>20S</b>	<b>78</b>
AM IND 0019 - FIAT LUX FRSHMN SEM	11
AM IND 0122SLC - WRKNG-TRIBAL COMMTY	7
AM IND 0161 M - COMP US INDN SOCTYS	8
AM IND 0162 M - LANGUAGE ENDANGRMNT	7
AM IND 0187 - SPECIAL TOPICS	7
AM IND 0199 - DIRECTED RESEARCH	1
AM IND 0199C - CAPSTONE SYNTHESIS	2
AM IND 0200A M - ADV HIST-AMRCN INDN	5
AM IND 0222SLC - WRKNG-TRIBAL COMMTY	6
AM IND 0261 - CMPRTV INDGNS SCTYS	2
AM IND 0265B - FED INDIAN LAW I	1
AM IND 0596 - DIRECTED INDIV STDY	6
AM IND 0598 - RSCH&PREP-MA THESIS	15

**AM IND course enrollment**  
**Primary sections only**

year	term	course	enrollment_wk3
2010-11	10F	AM IND 001	85
2010-11	10F	AM IND 011	20
2010-11	10F	AM IND 013	9
2010-11	10F	AM IND 019	1
2010-11	10F	AM IND 020	10
2010-11	10F	AM IND 020	9
2010-11	10F	AM IND 021	4
2010-11	10F	AM IND 021	2
2010-11	10F	AM IND 023	8
2010-11	10F	AM IND 026	2
2010-11	10F	AM IND 031	2
2010-11	10F	AM IND 059	4
2010-11	10F	AM IND 059	4
2010-11	11S	AM IND 011	15
2010-11	11S	AM IND 014	2
2010-11	11S	AM IND 016	9
2010-11	11S	AM IND 016	5
2010-11	11S	AM IND 018	5
2010-11	11S	AM IND 019	1
2010-11	11S	AM IND 019	1
2010-11	11S	AM IND 020	1
2010-11	11S	AM IND 021	2
2010-11	11S	AM IND 024	5
2010-11	11S	AM IND 026	1
2010-11	11S	AM IND 026	5
2010-11	11S	AM IND 059	10
2010-11	11S	AM IND 059	8
2010-11	11W	AM IND 011	1
2010-11	11W	AM IND 011	16
2010-11	11W	AM IND 011	12
2010-11	11W	AM IND 020	9
2010-11	11W	AM IND 020	12
2010-11	11W	AM IND 021	1
2010-11	11W	AM IND 026	5
2010-11	11W	AM IND 021	4
2010-11	11W	AM IND 059	5
2010-11	11W	AM IND 059	3
2011-12	11F	AM IND 001	86
2011-12	11F	AM IND 008	1
2011-12	11F	AM IND 011	20
2011-12	11F	AM IND 013	7
2011-12	11F	AM IND 016	4
2011-12	11F	AM IND 011	29
2011-12	11F	AM IND 020	4

2011-12	11F	AM IND 020	3
2011-12	11F	AM IND 021	2
2011-12	11F	AM IND 022	1
2011-12	11F	AM IND 023	2
2011-12	11F	AM IND 024	5
2011-12	11F	AM IND 025	2
2011-12	11F	AM IND 030	2
2011-12	11F	AM IND 050	3
2011-12	11F	AM IND 051	3
2011-12	12S	AM IND 010	14
2011-12	12S	AM IND 011	7
2011-12	12S	AM IND 020	5
2011-12	12S	AM IND 021	1
2011-12	12S	AM IND 022	2
2011-12	12S	AM IND 050	5
2011-12	12S	AM IND 051	10
2011-12	12W	AM IND 010	1
2011-12	12W	AM IND 011	17
2011-12	12W	AM IND 012	4
2011-12	12W	AM IND 020	6
2011-12	12W	AM IND 021	1
2011-12	12W	AM IND 022	3
2011-12	12W	AM IND 050	6
2011-12	12W	AM IND 051	5
2012-13	12F	AM IND 000	59
2012-13	12F	AM IND 010	22
2012-13	12F	AM IND 011	17
2012-13	12F	AM IND 012	6
2012-13	12F	AM IND 013	12
2012-13	12F	AM IND 020	4
2012-13	12F	AM IND 021	4
2012-13	12F	AM IND 022	2
2012-13	12F	AM IND 023	4
2012-13	12F	AM IND 024	2
2012-13	12F	AM IND 025	1
2012-13	12F	AM IND 026	3
2012-13	12F	AM IND 030	3
2012-13	12F	AM IND 050	2
2012-13	12F	AM IND 051	1
2012-13	13S	AM IND 010	5
2012-13	13S	AM IND 011	23
2012-13	13S	AM IND 012	1
2012-13	13S	AM IND 013	1
2012-13	13S	AM IND 020	5
2012-13	13S	AM IND 021	1
2012-13	13S	AM IND 022	1
2012-13	13S	AM IND 023	7
2012-13	13S	AM IND 050	3

2012-13	13S	AM IND 059	7
2012-13	13W	AM IND 017	4
2012-13	13W	AM IND 017	8
2012-13	13W	AM IND 018	6
2012-13	13W	AM IND 019	1
2012-13	13W	AM IND 020	5
2012-13	13W	AM IND 027	2
2012-13	13W	AM IND 023	1
2012-13	13W	AM IND 059	4
2012-13	13W	AM IND 059	2
2013-14	13F	AM IND 007	66
2013-14	13F	AM IND 007	11
2013-14	13F	AM IND 017	25
2013-14	13F	AM IND 013	14
2013-14	13F	AM IND 016	5
2013-14	13F	AM IND 019	1
2013-14	13F	AM IND 019	2
2013-14	13F	AM IND 020	8
2013-14	13F	AM IND 020	2
2013-14	13F	AM IND 027	5
2013-14	13F	AM IND 023	4
2013-14	13F	AM IND 026	2
2013-14	13F	AM IND 027	6
2013-14	13F	AM IND 037	3
2013-14	13F	AM IND 059	1
2013-14	13F	AM IND 059	1
2013-14	14S	AM IND 017	4
2013-14	14S	AM IND 016	27
2013-14	14S	AM IND 019	1
2013-14	14S	AM IND 019	3
2013-14	14S	AM IND 019	1
2013-14	14S	AM IND 020	9
2013-14	14S	AM IND 023	1
2013-14	14S	AM IND 026	7
2013-14	14S	AM IND 059	6
2013-14	14S	AM IND 059	5
2013-14	14W	AM IND 007	65
2013-14	14W	AM IND 017	3
2013-14	14W	AM IND 017	6
2013-14	14W	AM IND 018	18
2013-14	14W	AM IND 020	9
2013-14	14W	AM IND 020	4
2013-14	14W	AM IND 023	1
2013-14	14W	AM IND 037	3
2013-14	14W	AM IND 059	7
2013-14	14W	AM IND 059	1
2014-15	14F	AM IND 007	62
2014-15	14F	AM IND 017	25



2014-15	14F	AM IND 014	14
2014-15	14F	AM IND 016	4
2014-15	14F	AM IND 017	28
2014-15	14F	AM IND 019	1
2014-15	14F	AM IND 020	7
2014-15	14F	AM IND 022	2
2014-15	14F	AM IND 024	4
2014-15	14F	AM IND 027	6
2014-15	14F	AM IND 037	3
2014-15	14F	AM IND 059	2
2014-15	15S	AM IND 012	5
2014-15	15S	AM IND 016	28
2014-15	15S	AM IND 018	21
2014-15	15S	AM IND 019	1
2014-15	15S	AM IND 020	4
2014-15	15S	AM IND 022	1
2014-15	15S	AM IND 026	4
2014-15	15S	AM IND 059	2
2014-15	15S	AM IND 059	7
2014-15	15W	AM IND 002	69
2014-15	15W	AM IND 012	4
2014-15	15W	AM IND 012	10
2014-15	15W	AM IND 019	1
2014-15	15W	AM IND 019	2
2014-15	15W	AM IND 020	10
2014-15	15W	AM IND 020	9
2014-15	15W	AM IND 022	3
2014-15	15W	AM IND 037	3
2014-15	15W	AM IND 059	1
2014-15	15W	AM IND 059	3
2015-16	15F	AM IND 002	59
2015-16	15F	AM IND 002	16
2015-16	15F	AM IND 012	25
2015-16	15F	AM IND 013	8
2015-16	15F	AM IND 016	5
2015-16	15F	AM IND 016	10
2015-16	15F	AM IND 020	11
2015-16	15F	AM IND 020	8
2015-16	15F	AM IND 022	9
2015-16	15F	AM IND 023	3
2015-16	15F	AM IND 026	2
2015-16	15F	AM IND 037	3
2015-16	15F	AM IND 059	2
2015-16	15F	AM IND 059	4
2015-16	16S	AM IND 009	3
2015-16	16S	AM IND 012	11
2015-16	16S	AM IND 016	27
2015-16	16S	AM IND 018	10

2015-16	16S	AM IND 019	1
2015-16	16S	AM IND 019	1
2015-16	16S	AM IND 019	2
2015-16	16S	AM IND 019	2
2015-16	16S	AM IND 020	8
2015-16	16S	AM IND 020	4
2015-16	16S	AM IND 021	4
2015-16	16S	AM IND 026	2
2015-16	16S	AM IND 059	4
2015-16	16S	AM IND 059	3
2015-16	16W	AM IND 001	67
2015-16	16W	AM IND 009	1
2015-16	16W	AM IND 011	2
2015-16	16W	AM IND 012	11
2015-16	16W	AM IND 018	15
2015-16	16W	AM IND 019	1
2015-16	16W	AM IND 020	6
2015-16	16W	AM IND 020	2
2015-16	16W	AM IND 021	4
2015-16	16W	AM IND 021	4
2015-16	16W	AM IND 031	3
2015-16	16W	AM IND 059	4
2015-16	16W	AM IND 059	2
2016-17	16F	AM IND 001	124
2016-17	16F	AM IND 012	27
2016-17	16F	AM IND 016	8
2016-17	16F	AM IND 016	4
2016-17	16F	AM IND 018	26
2016-17	16F	AM IND 019	2
2016-17	16F	AM IND 020	2
2016-17	16F	AM IND 021	8
2016-17	16F	AM IND 026	4
2016-17	16F	AM IND 031	5
2016-17	16F	AM IND 059	2
2016-17	16F	AM IND 059	4
2016-17	17S	AM IND 009	1
2016-17	17S	AM IND 012	12
2016-17	17S	AM IND 019	1
2016-17	17S	AM IND 019	6
2016-17	17S	AM IND 020	7
2016-17	17S	AM IND 020	4
2016-17	17S	AM IND 021	6
2016-17	17S	AM IND 026	2
2016-17	17S	AM IND 059	5
2016-17	17S	AM IND 059	12
2016-17	17W	AM IND 001	93
2016-17	17W	AM IND 001	3
2016-17	17W	AM IND 011	2

2016-17	17W	AM IND 01:	11
2016-17	17W	AM IND 01:	12
2016-17	17W	AM IND 01:	2
2016-17	17W	AM IND 02:	8
2016-17	17W	AM IND 02:	4
2016-17	17W	AM IND 02:	7
2016-17	17W	AM IND 02:	2
2016-17	17W	AM IND 02:	2
2016-17	17W	AM IND 03:	4
2016-17	17W	AM IND 05:	8
2016-17	17W	AM IND 05:	9
2017-18	17F	AM IND 00:	120
2017-18	17F	AM IND 01:	28
2017-18	17F	AM IND 02:	15
2017-18	17F	AM IND 02:	8
2017-18	17F	AM IND 02:	1
2017-18	17F	AM IND 02:	6
2017-18	17F	AM IND 02:	1
2017-18	17F	AM IND 03:	4
2017-18	17F	AM IND 05:	5
2017-18	17F	AM IND 05:	4
2017-18	18S	AM IND 00:	1
2017-18	18S	AM IND 00:	6
2017-18	18S	AM IND 01:	2
2017-18	18S	AM IND 01:	16
2017-18	18S	AM IND 01:	2
2017-18	18S	AM IND 02:	5
2017-18	18S	AM IND 02:	5
2017-18	18S	AM IND 02:	2
2017-18	18S	AM IND 05:	8
2017-18	18S	AM IND 05:	15
2017-18	18W	AM IND 00:	102
2017-18	18W	AM IND 01:	4
2017-18	18W	AM IND 01:	5
2017-18	18W	AM IND 02:	14
2017-18	18W	AM IND 02:	12
2017-18	18W	AM IND 02:	4
2017-18	18W	AM IND 02:	3
2017-18	18W	AM IND 03:	4
2017-18	18W	AM IND 05:	4
2017-18	18W	AM IND 05:	8
2018-19	18F	AM IND 00:	150
2018-19	18F	AM IND 01:	12
2018-19	18F	AM IND 02:	19
2018-19	18F	AM IND 03:	5
2018-19	18F	AM IND 05:	3
2018-19	18F	AM IND 05:	2
2018-19	19S	AM IND 01:	8

2018-19	19S	AM IND 016	20
2018-19	19S	AM IND 019	1
2018-19	19S	AM IND 019	2
2018-19	19S	AM IND 020	9
2018-19	19S	AM IND 022	6
2018-19	19S	AM IND 026	1
2018-19	19S	AM IND 026	2
2018-19	19S	AM IND 059	4
2018-19	19S	AM IND 059	12
2018-19	19W	AM IND 002	151
2018-19	19W	AM IND 002	18
2018-19	19W	AM IND 012	4
2018-19	19W	AM IND 012	16
2018-19	19W	AM IND 018	10
2018-19	19W	AM IND 020	6
2018-19	19W	AM IND 020	5
2018-19	19W	AM IND 022	3
2018-19	19W	AM IND 026	2
2018-19	19W	AM IND 032	5
2018-19	19W	AM IND 059	2
2018-19	19W	AM IND 059	7
2019-20	19F	AM IND 002	164
2019-20	19F	AM IND 020	14
2019-20	19F	AM IND 022	1
2019-20	19F	AM IND 032	5
2019-20	19F	AM IND 059	6
2019-20	19F	AM IND 059	5
2019-20	20S	AM IND 002	11
2019-20	20S	AM IND 012	7
2019-20	20S	AM IND 016	8
2019-20	20S	AM IND 016	7
2019-20	20S	AM IND 018	7
2019-20	20S	AM IND 019	1
2019-20	20S	AM IND 019	2
2019-20	20S	AM IND 020	5
2019-20	20S	AM IND 022	6
2019-20	20S	AM IND 026	2
2019-20	20S	AM IND 026	1
2019-20	20S	AM IND 059	6
2019-20	20S	AM IND 059	15
2019-20	20W	AM IND 002	146
2019-20	20W	AM IND 002	20
2019-20	20W	AM IND 012	6
2019-20	20W	AM IND 018	6
2019-20	20W	AM IND 019	1
2019-20	20W	AM IND 020	3
2019-20	20W	AM IND 020	8
2019-20	20W	AM IND 022	9

2019-20	20W	AM IND 026	2
2019-20	20W	AM IND 037	5
2019-20	20W	AM IND 059	8
2019-20	20W	AM IND 059	9

## Appendix G: Alumni data

Row	Constituent Loc	First Name	Last Name	Primary Constituency	Gender
1	0091625004	Lambert	Yazzie	Alumnus	Male
2	0091881365	Jennifer	Menendez	Alumnus	Female
3	0092713803	Pauline	Alvarez	Alumnus	Female
4	0065449770	Zoila	Cruz	Alumnus	Female
5	0092731139	Kristen	Martinez	Alumnus	Female
6	0091384793	Kazushi	Yabe	Alumnus	Male
7	0066563046	Daniele	Boelli	Alumnus	Male
8	0063619644	Lee	Storey	Alumnus	Female
9	0091811982	Gabriel	Pimentel	Alumnus	Male
10	0091499099	Aubree	Kendall	Alumnus	Female
11	0001954371	Nobuko	Aikawa	Alumnus	Female
12	0066211756	Jay	Shapiro	Alumnus	Male
13	0091813285	Kari	Lewis	Alumnus	Female
14	0091690537	Joshua	Frank	Alumnus	Male
15	0091825588	Caroline	Schwarcz	Alumnus	Female
16	0092729224	Raelene	Leos	Alumnus	Female
17	0020255028	Christopher	Roldan	Alumnus	Male
18	0091913594	David	Streamer	Alumnus	Male
19	0091440619	Amy	Simmons	Alumnus	Female
20	0091404227	David	Kamper	Alumnus	Male
21	0066412655	Karen	Wallace	Alumnus	Female
22	0091804416	Gabriel	Montoya	Alumnus	Male
23	0091915193	Alexandra	Mojado	Alumnus	Female
24	0066374740	G. L.	Worthington	Alumnus	Female
25	0091634712	Eli	Raine	Alumnus	Male
26	0091771033	Elizabeth	Fasthorse	Alumnus	Female
27	0066487977	Cynthia	Chavez Lamar	Alumnus	Female
28	0064183979	Carolyn	Dunn	Alumnus	Female
29	0091736452	Caroline	Mayhew	Alumnus	Female
30	0091795636	Cheryl	Mattucci	Alumnus	Female
31	0091968434	Abraham	Hardaway	Alumnus	Male
32	0092725823	Anmarie	Mendoza	Alumnus	Female
33	0091699315	Raymond	Naylor-Hunter	Alumnus	Male
34	0092656391	Damien	Montano	Alumnus	Male
35	0092713601	Megan	Baker	Alumnus	Female
36	0091699427	Eva	Thomas	Alumnus	Female
37	0066498554	Lisa	Wiley	Alumnus	Female
38	0091409296	Stacey	Heiser	Alumnus	Male
39	0091826062	Patrick	Naranjo	Alumnus	Male
40	0091482335	Carla	Olson	Alumnus	Female
41	0091717863	Heather	Torres	Alumnus	Female
42	0091749423	Christopher	Hodge	Alumnus	Male
43	0064186468	Alfred	Robinson	Alumnus	Male
44	0091699047	Nicole	Johnson	Alumnus	Female
45	0065565162	Norma	Joseph	Alumnus	Female
46	0091610770	Carrie	Martell	Alumnus	Female
47	0091808033	Pamela	Peters	Alumnus	Female

48	0066396138	Michael	Mc Laughlin	Alumnus	Male
49	0091917783	Kimia	Fatehi	Alumnus	Female
50	0091418409	Catherine	Bueno	Alumnus	Female
51	0064187145	Azul	Terronez	Alumnus	Male
52	0091931726	Vikram	Sharma	Alumnus	Male
53	0091795506	Jacquelyn	Teran	Alumnus	Female
54	0091751018	Christie	Poitra	Alumnus	Female
55	0091957865	Vanessa	Macadamia	Alumnus	Female
56	0092712837	Kelly	Stewart	Alumnus	Female
57	0091409824	Heather	Singleton	Alumnus	Female
58	0091654294	Matthew	De Lira	Alumnus	Male
59	0063614934	Allison	Davis	Alumnus	Female
60	0091446234	Rebecca	Thorp	Alumnus	Female
61	0092674580	Denise	Morales	Alumnus	Female
62	0020549293	Alexandra	Harris	Alumnus	Female
63	0091656781	Leticia	Miranda	Alumnus	Female
64	0091408951	Natchee	Barnd	Alumnus	Male
65	0091959371	Micah	Kamoe	Alumnus	Male
66	0092659605	Minda	Streamer	Alumnus	Female
67	0091532743	Dianna	Burbank	Alumnus	Female
68	0066366152	Lavinia	Gammon	Alumnus	Female
69	0091762930	Kenny	Ramos	Alumnus	Male
70	0091569857	Michael	Osborne	Alumnus	Male
71	0066389501	Jillian	Berkland	Alumnus	Female
72	0091689128	Steven	Medof	Alumnus	Male
73	0091910254	Allysea	Carver	Alumnus	Female
74	0091637068	Kimberly	Robertson	Alumnus	Female
75	0063816609	Michele	Skvarla	Alumnus	Female
76	0091658361	David	Montoya	Alumnus	Male
77	0091913302	Larissa	Martinez	Alumnus	Female
78	0064121484	Barbara	Buttes	Alumnus	Female
79	0091812066	Nicole	Talamantes	Alumnus	Female
80	0091743262	Lance	Kelley	Alumnus	Male
81	0091657370	Eduardo	Aguilar	Alumnus	Male
82	0091513134	Theresa	Ambo	Alumnus	Female
83	0091749915	Morrigan	Shaw	Alumnus	Female
84	0066503762	Carol	Buswell	Alumnus	Female
85	0091491794	Mark	Vezzola	Alumnus	Male
86	0001510984	Blanca	Jensen	Alumnus	Female
87	0091409831	Brenda	Smith	Alumnus	Female
88	0066407251	Paul	Apodaca	Alumnus	Male
89	0066390223	Paola	Carini	Alumnus	Female
90	0065566401	Lorenzo	Baca	Alumnus	Male
91	0091439682	Dorene	Red Cloud	Alumnus	Female
92	0091578160	Michele	Hannah	Alumnus	Female
93	0091623341	Randolph	Roque	Alumnus	Male
94	0091460409	Alicia	Moretti	Alumnus	Female
95	0091624879	William	Wood	Alumnus	Male



96	0091623993	Erik	Stegman	Alumnus	Male
97	0091543615	Timothy	Petete	Alumnus	Male
98	0091618149	Cheryl	Bennett	Alumnus	Female
99	0091508968	Christopher	Duro	Alumnus	Male
100	0091410030	Patricia	Young	Alumnus	Female
101	0091735380	Michael	Cavanaugh	Alumnus	Male
102	0091501110	Karalee	Vaughn	Alumnus	Female
103	0091405681	Rebecca	Hernandez	Alumnus	Female
104	0091536927	Lucius	Martin	Alumnus	Male
105	0092815954	Patrick	Burt	Alumnus	Male
106	0091872110	Ryan Joseph	Rhadigan	Alumnus	Male
107	0020637893	Angela	Mullis	Alumnus	Female
108	0092667716	Stephen	Pilcher	Alumnus	Male
109	0092687106	Curtis	Hall	Alumnus	Male
110	0000319284	Troy	Johnson	Alumnus	Male
111	0092815695	Sina	Bear Eagle	Alumnus	Female
112	0091776656	Randall	Vasquez	Alumnus	Male
113	0000377924	George	Patterson	Alumnus	Male
114	0091416406	Padraic	McCoy	Alumnus	Male
115	0092855073	Tina	Charley	Alumnus	Female
116	0091451544	Benjamin	Perez	Alumnus	Male
117	0091464315	Crystal	Roberts	Alumnus	Female
118	0091774477	Tazbah	Chavez	Alumnus	Female
119	0092855064	Littledove	Rey	Alumnus	Female
120	0091384995	Jun	Kamata	Alumnus	Male
121	0091908831	Iris	Colburn	Alumnus	Female
122	0091812532	Edna	Yokum	Alumnus	Female
123	0065558526	David	Smith	Alumnus	Male
124	0066398449	Amy	Rouillard	Alumnus	Female
125	0020562357	Rosemary	Flores	Alumnus	Female
126	0091731507	Michael	Sutter	Alumnus	Male
127	0092679363	Melissa	Solway	Alumnus	Female
128	0091416286	Stephanie	Steinbach	Alumnus	Female
129	0064339696	Joseph	Nelson	Alumnus	Male
130	0000219560	James	Riding In	Alumnus	Male
131	0020133687	Stephanie	Fitzgerald	Alumnus	Female
132	0091829401	Caitlin	Kelii	Alumnus	Female
133	0091693567	Monica	Isaac	Alumnus	Female
134	0091697191	Jessica	O'Neill	Alumnus	Female
135	0066415910	Derek	Milne	Alumnus	Male
136	0092658558	Temryss	Lane	Alumnus	Female
137	0091838045	Meredith	Duarte	Alumnus	Female
138	0092668396	Natalia	Toscano	Alumnus	Female
139	0064046360	Fran	Krystock	Alumnus	Female
140	0091728070	Caleb	Dunlap	Alumnus	Male
141	0091956065	Dani	Hayward	Alumnus	Female
142	0091409963	Amy	Ware	Alumnus	Female
143	0092668622	Gustavo	Garcia	Alumnus	Male

144	0091957123	Cesar	Barreras	Alumnus	Male
145	0092843405	Kristian	Vasquez	Alumnus	Male
146	0091451531	Yoriko	Ogawa	Alumnus	Female
147	0091417289	Lyndsey	Wells-Devit	Alumnus	Female
148	0091890536	Arturo	Tisnado	Alumnus	Male
149	0091628872	Marie	Julienne	Alumnus	Female
150	0092883780	Kylie	Gemmell	Alumnus	Female
151	0091777039	Jason	Taksony Hewitt	Alumnus	Male
152	0064130018	Cecil	Leighton	Alumnus	Male
153	0091568851	Katherine	Dias	Alumnus	Female
154	0091813608	Leah	Shearer	Alumnus	Female
155	0091736155	Alisa	Lee	Alumnus	Female
156	0091616641	Addie	Rolnick	Alumnus	Female
157	0066488583	Susan	Croteau	Alumnus	Female
158	0091622898	David	Petrush	Alumnus	Male
159	0064121723	Donald	Harvey	Alumnus	Male
160	0092666891	Aaron	Wilson	Alumnus	Male
161	0092669376	Haley	Jackson	Alumnus	Female
162	0091958730	Selena	Crowley	Alumnus	Female
163	0091697973	Theresa	Rocha	Alumnus	Female
164	0091538754	Eric	Sanchez	Alumnus	Male
165	0091634498	Barbara	Jones	Alumnus	Female
166	0092815833	Shalene	Joseph	Alumnus	Female
167	0091493745	Vincent	Whipple	Alumnus	Male
168	0091618457	David	Campio	Alumnus	Male
169	0091917264	Chantal Rachel	Walker	Alumnus	Female
170	0091559850	Virginia	Myers	Alumnus	Female
171	0091749291	Cheryl	Ellenwood	Alumnus	Female
172	0064161458	Amanda	Lomayesva	Alumnus	Female
173	0091915358	Khadeejah	Gray	Alumnus	Female
174	0065615741	Barbara	Bullock	Alumnus	Female
175	0000059894	Margaret	Archuleta	Alumnus	Female
176	0091959664	Taylor	Wray	Alumnus	Female
177	0091619008	Simone	Costales	Alumnus	Female
178	0091825660	Sonja	Dobroski	Alumnus	Female
179	0091825643	Peter	Dubois	Alumnus	Male
180	0066382544	Jeanette	Kilis	Alumnus	Female
181	0091768436	Allison	Fischer-Olson	Alumnus	Female
182	0066506251	Timothy	Ramos	Alumnus	Male
183	0091384211	Amelia	Katanski	Alumnus	Female
184	0091931959	Raul	Martinez	Alumnus	Male
185	0091959146	Rachel	Hill	Alumnus	Female
186	0091751557	Lindsey	Fletcher	Alumnus	Female
187	0020336325	Christopher	Everett	Alumnus	Male
188	0091510702	Jennifer	Leal	Alumnus	Female
189	0092669373	Sedna	Villavicencio P	Alumnus	Female
190	0091429544	Ralph	De Unamuno	Alumnus	Male

## **Appendix G: Alumni Data**

### Sample Graduates and Current Information (MA)

Aaron Taylor M Wilson,  
 Alexandra N Mojado- Graduated ASU Law in Federal Indian Law  
 Alisa Amy Lee, Vice chairman Fort Independence  
 Allison Hana Fischer-Olson, [Archivist and Research Librarian](#) at [Lane County History Museum](#)  
 Anmarie Ramona Mendoza- PHD Urban Planning UCLA  
 Chantal Rachel Walker, PhD UC Davis History  
 Christopher Thomas Roldan,  
 Damien P Montano- Artist, Jewelery Non-Profit TANF/Tataviam  
 David E Streamer, Law Student , University of Arizona  
 Denise Morales, Native American Student Affairs Coordinator, University of Arizona  
[Diego Romero](#), MFA Artist  
 Elizabeth Fasthorse, PHD UCLA Education  
 Elton Naswood, Program Coordinator at [National American Indian Court Judges Association](#)  
 Jacquelyn May Teran, Director of Women's Downtown Shelter  
 Jason Timothy Taksony Hewitt  
 Katie Keliiaa, PhD UC Berkeley, Assistant Professor UCSC  
 Kelly Leah Stewart- PHD Education UCSD  
 Khadeejah Avvirin Gray, PhD USC IN American Studies and Ethnicity, ABD  
 Kimberly Robertson, PHD Gender Studies UCLA, Associate Professor CSULA  
 Kimia Fatehi- Executive Assistant for the Fernandeno Tataviam  
 Kristen Le Amber Martinez- PHD Ethnomusicology UCLA  
 Kylie Nicole Gemmel- UO Women and Gender Studies PHD Program  
 Marcus Bear Eagle, PhD UCLA, Theater  
 Megan Alexandria Baker- UCLA PhD Anthropology  
 Micah K Kamoe, University of Chicago law School, [Associate Attorney](#) at [Perkins Coie LLP](#)  
 Patrick Burt- PhD Arizona State University, School of Historical, Philosophical, and Religious Studies  
 Patrick Naranjo, Director of the American Indian Graduate Program, UC Berkeley  
 Pauline Estela Alvarez- Lecturer at CSUN  
 Rachel E. Hill  
 Ryan Rhadigan, PhD UC Berkeley in Rhetoric, ABD  
 Selena Crowley, working for the tribe Oklahoma  
 Shalene Niltinna Joseph- Project Coordinator at the Native Wellness Institute  
 Sina Rose Bear Eagle- US National Parks Service  
 Taylor Elaine Wray, PhD in American Studies, [University of Hawai'i-Manoa](#)  
 Temryss Maclean Lane, Director, Indian Country Team at Pyramid Communications and Color Analyst at Pac 12 Network  
[Wendy Red Star](#), MFA Artist

Sample Majors (BA) 2019-2014**2019**

Kristian Emiliano Vasquez

**2018**

Cesar Alfredo Barreras  
 Dannielle L Zephier  
 Minda Nara Streamer  
 Michael Oneill Sutter  
 Tina Marie Charley

**2017**

Gustavo Garcia  
 Curtis Samuel Hall  
 Haley Anisa Jackson  
 Vanessa Macadamia  
 Natalia Maria Toscano  
 Stephen Andrew Pilcher

**2016**

Melissa Anne Solway  
 David E Streamer  
 Larissa Martinez

**2015**

Mikaela G Cox  
 Vikram Sharma  
 Lydia Moira Faitalia

**2014**

Arturo Paulo Tisnado

**MINORS****2019**

1. Bianca Vanesa Garcia  
 2. Maritza Geronimo

**2018**

Littledove Faith Rey

**2017**

Rosemary Parra Flores

Dani Shae Hayward  
Raelene Monique Leos  
Jorge Enrique Quiroz Moreno

2016

Iris Dunton Colburn  
Kevin Chester Hale  
Denise Morales  
Sedna Villavicencio Padilla

2015

Allyssea Kay Carver  
Abraham Nathan Lawrence Hardaway  
Raul Anthony Martinez Jr.

2014

Jennifer Ileana Menendez  
Kimia Fatehi  
Brianda Bridget Ulloa  
Patricia Cortez Valdovinos

## **Appendix H: Faculty CVs**

## **Randall K. Q. Akee**

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### **CONTACT INFORMATION**

University of California, Los Angeles  
 Department of Public Policy  
 3250 Public Policy Building  
 Los Angeles, CA 90095  
 rakee@ucla.edu

### **CURRENT POSITION**

Associate Professor, University of California, Los Angeles, Department of Public Policy and American Indian Studies, 2018-current.

Editor, American Indian Culture and Research Journal, University of California, Los Angeles, 2019-current.

### **PRIOR POSITIONS**

Brookings Institution, Economic Studies, Washington, DC, Rubenstein Fellow, 2017-2019.

University of California, Los Angeles, Assistant Professor, Department of Public Policy, 2013-2018.

Tufts University, Assistant Professor, Department of Economics, 2009-2012.

Center for Labor Economics, University of California, Berkeley, Visiting Fellow, September 2011-June 2012.

Center for Global Development, Visiting Fellow, June 2011-September 2011.

Institute for the Study of Labor, Research Associate, Bonn, Germany, 2006-2009

### **EDUCATION**

Harvard University, M.A., 2003, Ph.D. in Political Economy, 2006.

Yale University, M.A. Degree in International and Development Economics, 1996.

Dartmouth College, B.A. in Economics, 1994.

### **AFFILIATIONS**

National Bureau of Economic Research (NBER), Research Associate.  
 Association for Economic Research of Indigenous Peoples.  
 Harvard Project on American Indian Economic Development, Research Fellow.  
 Institute for the Study of Labor (IZA), Research Fellow.  
 California Center for Population Research (CCPR), UCLA, Faculty Affiliate.  
 Center for Effective Global Action (CEGA), UC Berkeley, Faculty Affiliate.

## PUBLICATIONS

“American Indian Reservations and COVID-19: Correlates of Early Infection Rates in the Pandemic.” (with D. Rodriguez-Lonebear, N. E. Barceló, S. R. Carroll) *forthcoming in Journal of Public Health Management and Practice*.

“The Mortality Effects of Reduced Medicaid Coverage among International Migrants in Hawai‘i (2012-2018).” (with T. Halliday, T. Molina, T. Sentell, B. Horiuchi and A. Onaka) *forthcoming in American Journal of Public Health*.

“Gender Ratios on First Nations Reserves in Canada” (with D. Feir) *forthcoming in Canadian Studies in Population*.

“Hispanic and Asian Earnings Inequality and the Role of Labor Market Entrants and Immigrants” (with E. Simeonova, M. Jones and S. Porter) *forthcoming in American Economic Review Papers and Proceedings*.

“Human Capital and Voting Behavior Across Generations: Evidence from an Income Intervention” (with J. Holbein, E. Simeonova, W. Copeland) *forthcoming in American Political Science Review*.

“Land Titles and Dispossession: Allotment on American Indian Reservations” 2019. *Journal of Economics, Race, and Policy*, 1-21.

“Race Matters: Income Shares, Income Inequality, and Income Mobility for All U.S. Races” (with M. Jones and S. Porter), 2019. *Demography*, 56(3), 999-1021.

“Unintended Consequences of China's New Labor Contract Law on Unemployment and Welfare Loss of the Workers” with (Zhao, Liqui and Zhao, Zhong), 2019, *China Economic Review*, 53, 87-105.

“From Gaming to Justice? A Note on the Effect of American Indian Casinos on Tribal Judicial Systems,” (with Dimitrova-Grajzl, V. and Grajzl, P. and Todd, R.) 2019, *Native American and Indigenous Studies*, 6(1), 32-42.

“First People Lost: Determining the State of Status First Nations Mortality in Canada using Administrative Data,” (with D. Feir) 2019, *Canadian Journal of Economics/Revue canadienne d'économie*, 52(2), 490-525.



“Estimating Institutionalization and Homelessness for Status First Nations in Canada: A Method and Implications,” 2018. (with Donna Feir) *International Indigenous Policy Journal*, October, 9(4): Article 2.

“Socioeconomic Outcomes for Indigenous Students attending a High Performing School” 2018. *Journal of American Indian Education*, 57.2: 58-85

“How Does Household Income Affect Child Personality Traits and Behaviors?” 2018. (with E. Simeonova, J. Costello, and B. Copeland) *American Economic Review*, 108(3), 775-827.

“The Role of Race, Ethnicity and Tribal Enrollment on Asset Accumulation: An Examination of American Indian Tribal Nations” 2017. (with S.K. Stockly, W. Darity, Jr., D. Hamilton, and P. Ong), *Ethnic and Racial Studies*, 40(11): 1939-1960.

“Critical Junctures and Economic Development—Evidence from the Adoption of Constitutions Among American Indian Nations.” (with Miriam Jorgensen and Uwe Sunde), *Journal of Comparative Economics*, 43:4 (November 2015): 844-861.

“The Indian Gaming Regulatory Act and Its Effects on American Indian Economic Development” (with K. Spilde and J. Taylor), *Journal of Economic Perspectives*, 29:3 (Summer 2015): 185-208.

“Social and Economic Changes on American Indian Reservations in California: an Examination of Twenty Years of Tribal Government Gaming” (with Katherine Spilde and Jonathan Taylor), *UNLV Gaming Research & Review Journal*, 18:2 (2014): 39-64.

“Investigating the Effects of Furloughing Public School Teachers on Juvenile Crime in Hawaii” (with T. Halliday and S. Kwak), *Economics of Education Review*, 42 (October 2014): 1-11.

“Property Institutions and Business Investment on American Indian Reservations” (with M. Jorgensen), *Regional Science and Urban Economics*, 46 (May 2014): 116-125.

“Transnational Tracking, Law Enforcement and Victim Protection: A Middleman Tracker’s Perspective” (with A. Basu, A. Bedi and N. Chau), *Journal of Law and Economics*, 57 (May 2014): 349-386.

“Young Adult Obesity and Household Income: Effects of Unconditional Cash Transfers.” (with E. Simeonova, J. Costello, W. Copeland, and A. Angold), *American Economics Journal: Applied Economics*, 5:2 (2013):1-28.

“The Persistence of Self-Employment Across Borders: New Evidence on Legal Immigrants to the United States” (with D.A. Jaeger and K. Tatsiramos), *Economics Bulletin*, 33:1 (January-March 2013): 126-137.

“The Decreasing Effect of Skin-Tone on Women’s Full Time Employment” (with M. Yuksel), *Industrial and Labor Relations Review*, 65:2 (April 2012): 398-426.

“‘Counting Experience’ among the Least Counted: The Role of Cultural and Community Engagement on Educational Outcomes for American Indian, Alaska Native and Native Hawaiian Students” (with T. Yazzie-Mintz), *American Indian Culture and Research Journal*, 35:3 (2011): 119-150.

“Errors in Self-Reported Wages: The Role of Previous Earnings Volatility and Individual Characteristics.” *Journal of Development Economics*, 96:2, (November 2011): 409-421.

“Ethnic Fragmentation, Conflict, Displaced Persons and Human Trafficking: An Empirical Analysis” (with A. Basu, N. Chau, and M. Khamis), in *Frontiers of Economics and Globalization: Migration and Culture*, edited by G.S. Epstein and I. Gang, Volume 8, (Bingley, UK: Emerald Group Publishing Limited, 2010): 691-716.

“Parents’ Incomes and Children’s Outcomes: A Quasi-Experiment with Casinos on American Indian Reservations.” (with J. Costello, W. Copeland, G. Keeler, and A. Angold), *American Economics Journal: Applied Economics*, 2:1 (January 2010): 86-115.

“Who Leaves? Deciphering Immigrant Self-Selection from a Developing Country” *Economic Development and Cultural Change*, 58:2 (January 2010): 323-344.

“Combating Trafficking in Women and Children: A Review of International and National Legislation, Coordination Failures, and Perverse Economic Incentives” (with A. Basu, A. Bedi, and N. Chau), *Journal of Human Rights and Civil Society*, 2 (Fall 2009):1-24.

“Checkerboards and Coase: Transactions Costs and Efficiency in Land Markets.” *Journal of Law and Economics*, 52 (May 2009): 395-410.

## BOOK CHAPTERS

“Opportunities to Diversify: Reservation Workplaces and Job Numbers Compared to Nearby County Areas,” 2019 (with Elton Mykerezzi and Richard Todd) in Miller, Robert, ed.

## BOOK REVIEW

Hawai’i: Eight Hundred Years of Political and Economic Change. By Sumner La Croix (Chicago, University of Chicago Press, 2019), *forthcoming in Journal of Interdisciplinary History*.

## SUBMITTED OR WORKING PAPERS

“Return Migration and Wage Growth of Immigrants: New Insights using US Administrative Data” (with Margaret Jones)

“Cost Sharing and Medical Utilization in a Vulnerable Population: Evidence from Compact of Free Association.” (with Tim Halliday, Megan Inada, Tetine Sentell, Jill Miyamura)

## RESEARCH IN PROGRESS

“Earnings Inequality for Small Race and Ethnic Groups in the US: Asians and Hispanics” (with Maggie R. Jones, Sonya R. Porter and Emilia Simeonova).

“Foreign vs. Domestic Graduate Degrees: The Impact on Earnings Assimilation and Return Migration for the Foreign Born” (with Margaret Jones)

“Determinants of Earnings Inequality across Race and Ethnic Groups: ‘Last Hired, First Fired’ and the Great Recession” (with Maggie R. Jones).

“Earnings Inequality and Economic Expansion: Evidence from American Indian Reservations” (with Maggie R. Jones, Sonya R. Porter, and Emilia Simeonova).

“Business Dynamics on American Indian Reservations over the Great Recession: Evidence from Longitudinal Datasets,” (with Elton Mykerezi and Richard Todd).

## OTHER PUBLICATIONS,

National Academies of Sciences, Engineering, and Medicine. *A roadmap to reducing child poverty*. National Academies Press. National Academies of Science Commissioned Paper on “Poverty and Disadvantage among Native American Children: How Common Are They and What Has Been Done to Address Them?” (with E. Simeonova), 2019. <https://www.nap.edu/catalog/25246/a-roadmap-to-reducing-child-poverty>

“Reservation Nonemployer and Employer Establishments: Data from U.S. Census Longitudinal Business Databases,” 2018, (with Elton Mykerezi and Richard Todd) *Working Paper No. 2018-01*, Center for Indian Country Development, Federal Reserve Bank of Minneapolis.

“Reservation Employer Establishments: Data from U.S. Census Longitudinal Business Data Set,” 2017, (with Elton Mykerezi and Richard Todd) *Working Paper No. 2017-02*, Center for Indian Country Development, Federal Reserve Bank of Minneapolis.

“*Access to Capital and Credit in Native Communities: A Data Review*.” (with M. Jorgensen) Tucson: Native Nations Institute, 2017. (<https://nni.arizona.edu/publications-resources/publications/papers/accessing-capital-and-credit-native-communities-data-review>)

“American Indians on Reservations: A Databook of Socioeconomic Change from 1990 to 2010,” (with J. Taylor), 2014. <http://taylorpolicy.com/us-databook/>

Research Report for the Ministry of Overseas Indian Affairs. “Migrant Households In India: A Comparison Of The Average Migrant Household And Migrant Households With Non-Resident Accounts In Kerala, Gujarat, Maharashtra And Punjab.” A Joint Report of THE Center for Advanced Study of India, University of Pennsylvania (with D. Kapur), 2012.

## NEWS ARTICLES, BLOG POSTS

“The race problem in Economics.” Brookings Op-Ed, January 22, 2020. (<https://www.brookings.edu/blog/up-front/2020/01/22/the-race-problem-in-economics/>)

“Sharing the Wealth. Would adoption of a Universal Basic Income help America become a healthier, more equitable nation? Studying the impact of tribal per capita payments within reservation communities could help answer this question.” In Native Science Report, <https://nativesciencereport.org/2019/11/sharing-the-wealth/>.

“Outdated immigration laws increase violence toward women.” Brookings Op-Ed, May 30, 2019. (<https://www.brookings.edu/opinions/outdated-immigration-laws-increase-violence-toward-women/>) also reprinted at Indian Country Today (June 4, 2019): <https://newsmaven.io/indiancountrytoday/opinion/outdated-immigration-laws-increase-violence-toward-women-rknvU5Vp4UGo0HIIGCyjQw/>

“More Violence Against Women Is the Result of Outdated Immigration Laws.” Real Clear Markets Op-Ed, May 30, 2019. ([https://www.realclearmarkets.com/articles/2019/05/30/more\\_violence\\_against\\_women\\_is\\_the\\_result\\_of\\_outdated\\_immigration\\_laws\\_103759.html](https://www.realclearmarkets.com/articles/2019/05/30/more_violence_against_women_is_the_result_of_outdated_immigration_laws_103759.html))

“Immigrant Earnings and Out-Migration from the United States.” Econofact Brief May 8 2019. (<https://econofact.org/immigrant-earnings-and-out-migration-from-the-united-states>)

“How does measuring poverty and welfare affect American Indian children?” Upfront Blog, March 12, 2019. (<https://www.brookings.edu/blog/up-front/2019/03/12/how-does-measuring-poverty-and-welfare-affect-american-indian-children/>)

“Voting and Income.” Econofact Brief. February 7 2019. (<https://econofact.org/voting-and-income>). Top 3 Downloaded Posts of 2019.

“How do we get more young people to vote as adults? Cash transfers to their parents could help”. Upfront Blog, Brookings Institution, July 5, 2018.

(<https://www.brookings.edu/blog/up-front/2018/07/05/how-do-we-get-more-young-people-to-vote-as-adults-cash-transfers-to-their-parents-could-help/>)

“Family separation policy repeats our dystopian past” Houston Chronicle Op-Ed, September 10, 2018. (<https://www.houstonchronicle.com/opinion/outlook/article/Family-separation-policy-repeats-our-dystopian-13216468.php>)

“Black Americans Suffer the Most Stress From Job Loss” Real Clear Markets Op-Ed, August 21, 2018.

([https://www.realclearmarkets.com/articles/2018/08/21/black\\_americans\\_suffer\\_the\\_most\\_stress\\_from\\_job\\_loss\\_103394.html](https://www.realclearmarkets.com/articles/2018/08/21/black_americans_suffer_the_most_stress_from_job_loss_103394.html))

“Race and Ethnicity Within Widening Income Inequality in the United States.” Econofact Brief. May 2018. (<http://econofact.org/race-and-ethnicity-within-widening-income-inequality-in-the-united-states>)

“Why are Canada’s First Nations women dying at such an alarming rate?” Income Inequality and Social Mobility Blog, Brookings Institution. February 2018.

<https://www.brookings.edu/blog/up-front/2018/02/28/why-are-canadas-first-nations-women-dying-at-such-an-alarming-rate/>

“Want kids to behave better? Raise family incomes.” Social Mobility Memo, Brookings Institution. December 2017. <https://www.brookings.edu/blog/social-mobility-memos/2017/12/19/want-kids-to-behave-better-raise-family-incomes/>

## TEACHING AND RESEARCH

American Indian Studies Economic Development, Labor Economics, Development Economics, Immigration, Income and Earnings Inequality by Race and Ethnic Groups

## MEDIA COVERAGE

Luhby, Tami. “Flashback to Great Recession: The President wants to send stimulus checks to Americans.” CNN Website, March 17, 2020.

<https://www.cnn.com/2020/03/17/politics/coronavirus-federal-stimulus-payments/index.html?fbclid=IwAR26Mik0pjBhh3-ttkxYrFIOG19b6umDSXnZW8-7eae0OZkWcwY52cEnARE>

Covert, Bryce. “Can \$500 a Month Change Your Life? A California-based experiment in universal basic income considers the mundane, and potentially transformative, power of a little extra cash.” New Republic, March 11, 2020.

<https://newrepublic.com/article/156584/can-500-month-change-life>

McGrath, Jenny. “Inside the groundbreaking plan to truly anonymize your 2020 Census data.” Digital Trends, February 28, 2020  
<https://www.digitaltrends.com/computing/2020-census-differential-privacy/>

Wezerek, Gus and David Van Riper. “Changes to the Census Could Make Small Towns Disappear.” New York Times Op-Ed, Feb. 6, 2020.  
<https://www.nytimes.com/interactive/2020/02/06/opinion/census-algorithm-privacy.html>

The Economist. “Economists are discussing their lack of diversity But efforts to improve have stalled before.” January 9, 2020.  
<https://www.economist.com/finance-and-economics/2020/01/09/economists-are-discussing-their-lack-of-diversity>

Ball, Anneke and Lauren Shamo. “How 3 Native American tribes are fighting to protect sacred land from logging, oil pipelines, and a billion-dollar telescope.” Business Insider, Sep 26, 2019.  
[https://www.businessinsider.com/native-americans-fight-for-environment-and-their-culture-2019-9?fbclid=IwAR2ReVP4gK9E53XtzEhsCJ62-GKNGveszYOZ72\\_kTpjJNCRdrvjomnQr6yA](https://www.businessinsider.com/native-americans-fight-for-environment-and-their-culture-2019-9?fbclid=IwAR2ReVP4gK9E53XtzEhsCJ62-GKNGveszYOZ72_kTpjJNCRdrvjomnQr6yA)

CTV News Channel On-Air Interview on “First People Lost: Determining the State of Status First Nations Mortality in Canada using Administrative Data,” June 4, 2019.

Friesen, Joe. “Mortality rates for First Nations young women and girls may have worsened: study” The Globe and Mail, May 26, 2019.  
[\(https://www.theglobeandmail.com/canada/article-mortality-rates-for-first-nations-young-women-and-girls-may-have/\)](https://www.theglobeandmail.com/canada/article-mortality-rates-for-first-nations-young-women-and-girls-may-have/)

Graham, Jennifer. “Experts: American Family Survey shows family unifies, but Americans differ on path to build family”  
 Deseret News, Nov 30, 2018. <https://www.deseret.com/2018/11/30/20660047/experts-american-family-survey-shows-family-unifies-but-americans-differ-on-path-to-build-family>

Ellison, Charles, Reality Check, WURD Radio, Philadelphia. Radio Interview on Native American voting in 2018 election.

Adams, Phillip, Late Night Live, ABC Radio National, Australia. Radio Interview on Native American voting in 2018 election.  
<https://radio.abc.net.au/programitem/pgE6JRz2Q6?play=true>

## HONORS, GRANTS AND AWARDS

Washington Center for Equitable Growth for “*Business Dynamics on American Indian Reservations – Understanding the Role of the Gaming Industry and Secondary*

*Employment Growth*” (with E. Mykerezi) \$70,000.

National Bureau of Economic Research. Research on “*Native American Health and Health Care*”. Virtual Research Data Center access. NBER Center for Aging and Health Research Grant number: P30AG012810, PI: Anne Case and David Cutler. (with Emilia Simeonova). \$37,200.

Sycuan Institute. “Future of Indian Gaming: 30 Years of Policy and Practice and the Future.” \$40,000.

Robert Wood Johnson Foundation, “Demonstrating the need to disaggregate ethnic and racial data by showing underreported disparities in well-being outcomes” (with Emilia Simeonova) \$199,710.

C. Doris and Toshio Hoshide Distinguished Teaching Prize in Asian American Studies at UCLA, 2016-2017, \$1,000.

UCLA Luskin School of Public Affairs, The Institute on Inequality and Democracy, “Income Inequality and Income Mobility for American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders,” \$10,500. 2016.

## CONSULTING ACTIVITY

National Academies of Science Commissioned Paper on “Reducing Child Poverty—Alaska Native and American Indian Children,” July-October 2017.

International Growth Centre (“IGC”), London School of Economics and Political Science. “Myanmar’s Remittance Economy” Project Number 53405 with D. Kapur. 2016.

US Treasury Department, American Indian Community Development Financial Institutions Research, 2013.

Federal Reserve Bank of Minneapolis – American Indian Reservations and Uniform Commercial Codes. 2010-2012.

## TEACHING EXPERIENCE

AM IND M200D/PUB PLC M270 “Economic Principles and Economic Development in Indigenous Communities,” UCLA American Indian Studies. Winter 2014, 2015, 2016, 2017.

PUB PLC 203 “Microeconomics I,” UCLA Public Policy. Fall 2013, 2014, 2015, 2016.

PUB PLC 290 “Program Evaluation in Developing Countries and American Indian Communities, UCLA American Indian Studies / Public Policy. Fall 2013, Fall 2016.



AM IND 187 Pacific Island Economic Development, UCLA American Indian Studies. Winter 2016.

PUB PLC 290 Migration Policy and Analysis, UCLA Public Policy. Spring 2013, Winter 2016.

## PRESENTATIONS AND SEMINARS

2020. Allied Social Sciences Association, San Diego, CA. Presidential Panel Session “How Can Economics Solve Its Race Problem?”; Panel Session, “Economic Opportunity and the Impact of Race and Place”; Paper Session, Economic Issues of Hispanics in the United States”; O’Neill School of Public & Environmental Affairs Indiana University Seminar; University of Wisconsin, Madison, Institute for Research on Poverty Seminar. California Native Leaders Gathering, First Nations Development Institute Presentation “Indian Gaming: Myths and Misperceptions of Native people”; Native American Finance Officers Association Meetings, Panel Speaker on Covid-19 and Economic Impacts.

2019. NBER Labor Studies Program Meeting, San Francisco; Society of Labor Economics, Washington DC; Federal Reserve System Community Development Research Conference, *Renewing the Promise of the Middle Class*; George Washington University Economics Seminar; Brookings Institution Future of the Middle Class, *Stalled or Rising?*; Dartmouth College 250<sup>th</sup> Celebration Alumni Doctoral Panel “*From Dartmouth Alum to Faculty of Color: How the Liberal Arts Help Diversify the Profession*”; Dartmouth College Economics Department Seminar; American Economics Association Summer Program Speaker Series, Michigan State University; UCLA American Indian Studies Center conference “Lighting a Path Forward: The Meaning of UC Land Grants, Public Memory, and Tovaangar”, October 15-16, 2019. National Academies of Sciences, Workshop on 2020 Census Data Products: Data Needs and Privacy Considerations, “Population Counts on American Indian Reservations and Alaska Native Villages with and without the Application of Differential Privacy”, December 11–12, 2019, Washington, DC.

## PROFESSIONAL ACTIVITIES

**Referee Experience.** American Economic Review; American Economic Review: Insights; American Economics Journal: Applied Economics; American Indian Quarterly; American Journal of Public Health; Asian Americans & Pacific Islanders Policy; Berkeley Electronic Journals in Economic Analysis and Policy; Canadian Journal of Economics; Child Development; Economic Development and Cultural Change; Economic Systems; Economica, Economics and Human Biology; Economics of Education Review; European Journal of Health Economics, Industrial and Labor Relations Review; Industrial Relations; International Economic Review, International Journal of Epidemiology; Journal of American Indian Education; Journal of African



Economies; Journal of Development Economics; Journal of Development Studies; Journal of Health Economics; Journal of Human Resources; Journal of Institutional and Theoretical Economics; Journal of International Economics; Journal of Policy Analysis and Management; Journal of Population Economics; Journal of Public Economics; Journal of Regional Science, Demography; Journal of the American Statistical Association; Labour Economics; PLOS ONE; Political Science Quarterly; Oxford Bulletin; Practice & Community; Quarterly Journal of Economics; Research in Labor Economics; Review of Economics and Statistics; Small Business Economics; Social Science & Medicine; University of Arizona Press; and World Development.

**Editorial Experience.** American Indian Culture and Research Journal, Editor-in-Chief, 2019. Hulili; Multidisciplinary Research on Hawaiian Well-Being, Kamehameha Schools Publishing, 2008-current. Mellon Tribal College Research Journal, Denver, Co, Editorial Board Member, 2013- current. Coeditor for “Wages, School Quality and Employment Demand David Card and Alan Krueger” 2011. Institute for the Study of Labor Prize Book. (with Klaus Zimmermann) Oxford University Press. Guest Editor for special issue of Research in Labor Economics on Child Labor, 2010.

**Conference and Research Event Organizing.** Brookings Symposium “American Indian Gaming in Connecticut, Oklahoma and California: Experience and Lessons Learned,” February 27, 2020. National Bureau of Economic Research One-Day Workshop, “Health and Well-Being of Native Americans and other Indigenous Populations”, November 1, 2019 (<http://conference.nber.org/sched/IPf19>). Brookings Symposium “Data Disaggregation as a Means to Improved Health Research and Policy-Making”, September 29, 2019. Brookings Symposium “The future of American Indian gaming: The next 30 years.” (<https://www.brookings.edu/events/the-future-of-american-indian-gaming-the-next-30-years/>). “Economics of Indigenous Peoples and Institutions” National Bureau of Economic Research One-Day Workshop (with E. Simeonova) November 1, 2018, Cambridge, MA (<http://conference.nber.org/sched/IPf18>). “Policy Forum: The Governance of Indigenous Data” May 18-19, 2017 UCLA.

**Committee Experience.** UC Office of the President’s (UCOP) Postdoctoral Fellowship On-Site Review Committee, 2020-2021. UC Office of the President’s (UCOP) Postdoctoral Fellowship Off-Site Review Committee, 2020-2021. UC Office of the President’s (UCOP) Native American Advisory Councilmember for the University of California, 2019-2022; UCLA Public Policy Recruitment Committee 2017; UCLA Public Policy Academic Personnel Committee 2017; UCLA 2017 Graduate Summer Research Mentorship (GSRM) Review Committee; Vice Provost Robin Garrell, Dean, Graduate Division. American Indian Studies Center, UCLA, Awards Committee 2017. Institute for American Cultures, UCLA, Awards Committee 2017.

**External Committee Experience.** Lever for Change Economic Opportunity Challenge Grant Reviewer, 2020. Russell Sage Foundation Pipeline Grants Competition Reviewer, 2019-2020. Center for Equitable Growth Letter of Inquiry Reviewer, 2020. President-Elect, Association for Economic Research of Indigenous Peoples (AERIP) 2019. Senior Researcher, Racial Data: Demographic Data and Policy Research about Communities of

Color; Native American Advisory Group for the Opportunity Study, Stanford University and Princeton University and American Institutes for Research, 2018-2019. National Science Foundation Dissertation Reviewer. External Review Group (ERG) member for the research project sponsored by the US Department of Health and Human Services Office of the Assistant Secretary of Planning and Evaluation (DHHS/ASPE): Improving Data Capacity for American Indian/Alaska Native (AI/AN) Populations, 2017-2018. US Indigenous Data Sovereignty Network (USIDSN) Advisory Council Board, Founding Member, 2016. National Asset Scorecard and Communities of Color (NASCC) project leader for Native American subgroup, Duke University July 2014. Harvard University's Honoring Nations Evaluation Committee for Excellence in Tribal Governance, July 2014. US Census Bureau National Advisory Committee on Race, Ethnic, and Other Populations, 2013-2016. American Indian College Fund Review Committee for Mellon Research, Mellon Faculty Fellowship and Sloan STEM Fellowships. April 2012, March 2013.

**Community Service and Student Support.** National Congress of American Indians Webinar Speaker for "U.S. Census Bureau Tribal Consultation on Differential Privacy." Panel on "Pursuing the Phd? Choosing a Program and Application Tips." UCLA Panel for American Indian and Pacific Islander undergraduates. February 2015, November 2015. White House Initiative on Asian Americans and Pacific Islanders and Empower Pacific Island Communities, Webinar Speaker, "Next Generation NHPI Leaders' Dialogue on Higher Education," April 29, 2015. Empower Pacific Island Communities (EPIC) Pacific Islander Leaders of Tomorrow Program, University of Southern California, August 13, 2014. UCLA Native American and Pacific Islander Summer Intensive Transfer Experience (SITE) Program, Center for Community College Partnerships, July 2013.

LAST UPDATED:  
February 2020

## Tria Blu Wakpa

Assistant Professor in Dance Studies, Department of World Arts and Cultures/Dance  
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### EDUCATION

Ph.D., Ethnic Studies Department, University of California, Berkeley	2017
Dissertation Title: "Native American Embodiment in Educational and Carceral Contexts: Fixing, Eclipsing, and Liberating"	
M.A., Ethnic Studies Department, University of California, Berkeley	2012
M.F.A., Department of English and Comparative Literature, San Diego State University	2009
Thesis Title: " <i>Elle Souffre</i> "	
B.A., <i>Summa Cum Laude</i> , English Department, Oklahoma State University	2003

### ADDITIONAL APPOINTMENTS

<b>UC President's Postdoctoral Fellow</b>	2017-2018
Department of Dance	
University of California, Riverside	

### OTHER PROFESSIONAL PREPARATION

Dancer, Atamira Dance Collective, Aotearoa (New Zealand)	2014
Global Cultural Ambassador Artist, Dancing Earth: Indigenous Contemporary Dance Creations, Santa Fe, New Mexico	2014
Filipino Stick Fighting Instructor, Combat Kali, Manila, Philippines	2013
Certified Yoga Instructor, Prana Yoga Center, La Jolla, California	2009
Certified Massage Therapist, Napa Valley School of Massage, Napa, California	2003

Third-degree Black Belt in the Martial Arts, Pinewood Karate School, Napa, California 2001

Women's National Champion, USA Wrestling 1999

Women's National Champion, USA Wrestling 1994

## RESEARCH AND ARTISTIC INTERESTS

Indigenous Contemporary Dance and Performance; Native American Athletics; Indigenous Martial Arts; Native American Theater; North American Hand Talk (Indigenous Sign Language); Native American Education and Incarceration; Critical Yoga Studies; Community-engaged Research; Decolonizing Methodologies; Native American Literature and Theory; Creative Writing

## AWARDS AND HONORS

Institute of American Cultures Research Grant, University of California, Los Angeles, 2020

PSi Regional Research Cluster Grant, Performance Studies international, 2020

Mini Grant, Center for Community Learning, University of California, Los Angeles, 2019

Faculty Seed Grant, Institute on Inequality and Democracy, University of California, Los Angeles, 2019

Dean's Faculty Research Award, School of the Arts and Architecture, University of California, Los Angeles, 2019

Faculty Career Development Award, Office of Equity, Diversity and Inclusion, University of California, Los Angeles, 2019

Faculty Research Grant, Academic Senate, University of California, Los Angeles, 2019

Institute of American Cultures Research Grant, University of California, Los Angeles, 2019

Short-Term Research Publication Grants (declined), American Association of University Women, 2019

Franklin Research Grant, American Philosophical Society, 2019

UC President's Postdoctoral Fellowship, University of California, 2017-2018

University of California Human Rights Center Fellowship, Human Rights Center, UC Berkeley School of Law, University of California, Berkeley, 2016

Funding for Dissertation Research on Indigenous Peoples, 2015-2016, Native American Studies Program, Department of Ethnic Studies, University of California, Berkeley, 2015

Berkeley Empirical Legal Graduate Fellowship, Center for the Study of Law and Society, University of California, Berkeley, 2015

Abigail Reynolds Hodgen Publication Fund in the Social Sciences (declined), University of California, Berkeley, 2015

SMART Graduate Mentoring and Research Teams, University of California, Berkeley, 2014

Mike Synar Graduate Research Fellowship, University of California, Berkeley, 2014

Arts Research Center Fellow, University of California, Berkeley, 2014

Jack Gray Dancer of the Year, Atamira Dance Collective, Aotearoa (New Zealand), 2014  
 Vintage High School Athletic Hall of Fame Inductee, Napa, California, 2014  
 Global Cultural Ambassador Artist, Dancing Earth, Indigenous Contemporary Dance Creations, Santa Fe, New Mexico, 2014  
 Phillips Fund for Native American Research, American Philosophical Society, 2014  
 Joseph A. Myers Center for Research on Native American Issues Fellow, Institute for the Study of Societal Issues, University of California, Berkeley, 2013-2015  
 Outstanding Graduate Student Instructor Award, University of California, Berkeley, 2013  
 Chancellor's Public Fellow, University of California, Berkeley, 2013  
 Ford Foundation Predoctoral Fellowship, 2012-2015  
 Fulbright Scholar, Manila Times College, 2012-2013

## PUBLICATIONS

### Book Manuscript

#### Under Preparation

Blu Wakpa, Tria. *Settler Colonial Choreography and Indigenous Resistance: Native American Embodiment in Educational and Carceral Contexts*

### Journal Editorship

Co-Founder and Co-Editor-in-Chief with Sabrina Strings for *Race and Yoga*, the first peer-reviewed journal in the emerging field of Critical Yoga Studies. 2016-Present (published annually, four issues to date)

### Book Chapters

#### In Production

**Blu Wakpa, Tria** and Jennifer Musial. "Going Carceral? Analyzing Written and Visual Representations of Prison Yoga Programs." *Carcerality Locally and Globally: Feminist Critiques of State Violence*, ed. by Shreerekha Subramanian

Blu Wakpa, Tria. "A Glint of Decolonial Love? An Academic Mother's Meditation on Navigating and Leveraging the Ivory Tower." *Indigenous Motherhood in the Academy*, ed. by Robin Minthorn, Christine Nelson, and Heather Shotton.

#### Accepted

Blu Wakpa, Tria. "Settler Colonial Choreography, Fixing, and the Divided Body: Cross-dancing at a Native American Men's Prison Powwow" in *Critical Scholarship on Indigenous Dance*, ed. by Jacqueline Shea Murphy, Maria Firmino-Castillo, and Karyn Recollet.

Under Review

Blu Wakpa, Tria. “*Hozho Yoga*: Indigenous Movements Illuminating Human and Nonhuman Interconnections.”

**Peer-Reviewed Articles**Published

Blu Wakpa, Tria. “Culture Creators and Interconnected Individualism: Rulan Tangen and Anne Pesata’s Basket Weaving Dance.” *Dance Research Journal*, 48, Special Issue 01 (Indigenous Dance Today) (April 2016): 107-125.

Blu Wakpa, Tria. “A Constellation of Confinement: *The Jailing of Cecelia Capture* and the Deaths of Sarah Lee Circle Bear and Sandra Bland, 1895-2015.” *American Indian Culture and Research Journal*, 40, no. 1 (2016): 161-183.

Under Preparation

Blu Wakpa, Tria. “From Buffalo Dance to the Buffalo Stampede at Standing Rock: The Enduring and Interconnected Sovereignties of Indigenous Human and Nonhuman Persons”

**Additional Writings**Published

Blu Wakpa, Tria. “Illuminating Settler (In)justice: A Native American Prison Art Show,” *Native Sun News Today*, 2020. <https://www.nativesunnews.today/articles/illuminating-settler-in-justice-a-native-american-prison-art-show/>

Blu Wakpa, Tria. “Decolonizing Yoga? and (Un)settling Social Justice,” introduction to *Race and Yoga* journal, 3.1. (2018): i-xix. <https://escholarship.org/uc/item/8nz498zt>

Blu Wakpa, Tria. “Yoga Brings You Back to Who You Are: A Conversation Featuring Haley Laughter.” *Race and Yoga* journal, 3.1. (2018): 1-11. <https://escholarship.org/uc/item/3dz8g5k8>

Strings, Sabrina, and **Blu Wakpa, Tria**. “Rethinking Yoga: Meditations on the Work We Do.” *Race and Yoga*, vol. 1, issue 1 (2016): 1-3.

Andrews, Tria. “The Role of Prison Writing in Adjusting Dominant Misunderstandings.” *As Us*, 2014. <http://asusjournal.org/issue-4/tria-andrews-a-reflection/>

**Creative Writing**Published

Editor with Luana Ross. Poetry Section. *American Indian Culture and Research Journal* 40 (1) Special Issue on "Native Criminalization and Prisonization." 2016.

Editor with Carlos Contreras, Diahndra Grill, Casandra Lopez, and Tanaya Winder. Creative Writing Section, which my students from San Quentin State Prison contributed. *As Us* 4 Special Issue on "Decolonial Love." 2014.

"To Alleviate," *The Tusculum Review*, ed. by Heather Elouej, 2020. 16.

"The Lie of America," *The Tusculum Review*, ed. by Heather Elouej, 2020. 18.

"Erase Her," *The Tusculum Review*, ed. by Heather Elouej, 2020. 20.

"Young Woman Wrestler," *Bodies of Athletics Anthology: The Prairie Schooner Anthology of Contemporary Sports Writing*, ed. by Natalie Diaz and Hannah Ensor. Lincoln: University of Nebraska Press, 2019. 234.

"The Politics of Love and the Politics of Blood," *Lit Hub*, 2018. <https://lithub.com/new-poetry-by-indigenous-women-3/>

"Butterflies, Bones, and Languages," *Lit Hub*, 2018. <https://lithub.com/new-poetry-by-indigenous-women-3/>

"a crow gathering," *As Us Journal*, 2014. <http://asusjournal.org/issue-4/tria-andrews-poetry/>

"For Patricia Spottedcrow and So Many Others," *As Us Journal*, 2014. <http://asusjournal.org/issue-4/tria-andrews-poetry/>

"Chicken and Rice, Vito Cruz, Manila," *Food Worlds* Exhibition, 2014. <http://centerforartandthought.org/work/item/chicken-and-rice-vito-cruz-manila>

"Doll Making, Camiling Industrial Schools," *As/Us*, 2012. <http://asusjournal.org/issue-1/tria-andrews-poetry/>

"No White Lies," *As/Us*, 2012. <http://asusjournal.org/issue-1/tria-andrews-poetry/>

"Bait Car," *The Feminist Wire Forum on Violence*, 2012. <http://www.thefeministwire.com/2012/10/bait-car/>

"On the Border." *Drunken Boat*, 2011. <http://www.drunkenboat.com/db15/tria-andrews>



“The Work of Our Play.” *Drunken Boat*, 2011. <http://www.drunkenboat.com/db15/tria-andrews>

“Deer Face.” *BorderSenses: “Chimera” Special Issue* (2009): 25-26.

“Bone Woman.” *Unsaid* 4 (2009): 447-450.

“Breath over Johnny Day.” *Lumina Magazine* 8 (2009): 24-26.

“Brain-d.” *pequin.org*, 2009.

“Jaundiced Baby.” *Fiction International* 40 (2007): 155-163.

“Flipping Out,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Not Your Maid,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Tea Party,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

“Loose Teeth,” *eyeshot.net*, 2007. <http://eyeshot.net/tria1.html>

## INVITED TALKS

“Native American Embodiment: Politics and Possibilities,” Virtual Indigenous Peoples Speaker Series, Two Feathers – Native American Family Services, April 30, 2020.

Guest Speaker and Teacher for “The Evolution of Yoga Summit,” Los Angeles, CA, forthcoming March 19-22, 2020 (unable to deliver, meeting postponed due to COVID-19 outbreak).

“Settler Colonial Choreography and the Divided Body: Performing Masculinities Through the Switch Dance at a Native American Prison Powwows,” University of Michigan, February 19, 2020.

Guest Speaker and Teacher for “Dancing Around Race: Whiteness in Higher Education” immersion, University of Utah, January 16-19, 2020.

Guest Panelist for “Decolonizing Methodologies,” University of Utah, January 17, 2020.

“Suicide Prevention and Native American Cultural Connection,” Sisters of All Nations Semi-Annual Spirituality Conference, South Dakota Women’s Prison, September 28, 2019.

“Settler (In)justice: Native American Imprisonment on Lakota Lands,” All Souls Unitarian Universalist, Sioux Falls, South Dakota, September 6, 2019.



“Settler Colonial Choreography and Indigenous Resistance: Performing Masculinity Through Humor and Seriousness at a Native American Prison Powwow,” Center for Performance Studies, University of California, Los Angeles, December 5, 2018.

“From *Buffalo Dance* to Standing Rock, 1894 to 2016: The Embodied and Interconnected Sovereignities of Indigenous Human and Nonhuman Persons,” University of California, San Diego, February 7, 2018.

“Indigenous Contemporary Dance in the U.S.,” University of California, Berkeley, November 6, 2017.

“*Tatanka* Choreographers, Dancers, and Martial Movers? Implications for Scholarship and Survival,” New Research in Dance Studies, University of California, Riverside, October 25, 2017.

“Indigenous Contemporary Dance: Politics, Practices, and Sovereignty,” Stanford University, April 26, 2017.

“Native American Representations: Challenging Dominant Discourses Through Indigenous Contemporary Dance,” University of California, Irvine, April 14, 2017.

“*Fixing and Eclipsing*: Native American Dance in Educational and Carceral Contexts,” University of California, Los Angeles, February 7, 2016.

“Indigenous Dance and Institutions Panel,” Indigenous Choreographers Riverside, University of California, Riverside, November 2, 2016.

“‘Still Our Own Indian Selves’: Dance at St. Francis Mission School and in the Broader Rosebud Community, 1901-Present,” Indigenous Dance Today Symposium, University of California, Riverside, May 8, 2015.

“Criminalizing Native Peoples and Cultures: Education and Incarceration in the Lakota Context,” University of Oregon, January 20, 2015.

## CAMPUS GUEST LECTURES

“Restorative and Transformative Justice,” Guest Lecture, Justice Studies 1, concurrent graduate and upper-division undergraduate course with Professors Bryonn Bain and Claudia Pena, University of California, Los Angeles, May 8, 2020.

“Native American Incarceration,” Guest Lecture, American Indian Studies 10 undergraduate course with Professor Peter Nabokov, University of California, Los Angeles, February 11, 2020.

“Demystifying Theoretical Frameworks: Social Confinement and Carceral Liberation,” Guest Lecture, “Bodies” undergraduate course with Professor Nancy Marie Mithlo, University of California, Los Angeles, April 29, 2019.

## CONFERENCE PRESENTATIONS

“Settler Colonial Choreography and the Divided Body: Cross-dancing at a Native American Men’s Prison Powwow,” American Studies Association, Baltimore, Maryland, forthcoming November 12-15, 2020.

“The Backbone (of the Nation) Doesn’t Bend: Native Women Dancing within the Confines of Carceral Genocide,” National Women’s Studies Association, San Francisco, CA, November 14-17, 2019.

“Life on the Motherside: The Commons of Motherhood in Dance Academia,” Dance Studies Association Conference, Northwestern University, Evanston, IL, August 8-11, 2019.

“Settler Colonial Choreography and Indigenous Resistance: Masculinity, Humor, and Seriousness at a Prison Powwow,” Native American Indigenous Studies Association Conference, University of Waikato Aotearoa/New Zealand, June 26-29, 2019.

“Critiquing the Omissions, Subordination, and Criminalization of Native American Martial Arts and Artists: Adrian Roman’s Tushka Homa (Red Warrior) System,” Dance Studies Association Conference, Valletta, Malta, July 5-8, 2019.

“*Buffalo Dance*, Buffalo Nation: Indigenous Embodied and Interconnected Sovereignities,” Native American and Indigenous Studies Association Conference, Los Angeles, CA, May 17-19, 2018.

“Settler Colonial Choreography and Indigenous Resistance: Performing Masculinity Through Humor at a Native American Prison Powwow,” Cross-Currents: Navigating Translation, 2018 AIIC Symposium, University of California, Santa Barbara, March 2-4.

“The Politics of Prison Pow Wows: Indigenous Dance in U.S. Educational and Carceral Settings,” Pomona College, Claremont, CA, November 3-6, 2016.

“Roundtable Discussion on Indigenous Dance Today,” Joint Conference of the Congress on Research in Dance and the Society for Dance History Scholars, Pomona College, Claremont, CA, November 3-6, 2016.

“‘Carceral Liberation’ at a Tribally Run Juvenile Hall,” Native American and Indigenous Studies Conference, University of Hawaii, Honolulu, Hawaii, May 18-21, 2016.

“‘Indians Playing Indian’ and ‘Indians Playing Black’: Surfacing the Politics of Performance in the Boarding School Setting,” Native American Literature Symposium, Isleta Resort, Albuquerque, March 17-19, 2016.

“From Blackface to Kateri Tekakwitha Plays: Enacting Entertainment, Misery, and Sovereignty through Boarding School Theater,” American Studies Association, Toronto, Canada, October 8-11, 2016.

## MOVEMENT WORKSHOPS

Teacher. “Indigenous Hand Talk (Sign Language) and Yoga Flow,” Hozho Total Wellness, Monument Valley Navajo Nation Tribal Park, June 16, 2018.

Teacher. “Dancing Revitalization: Dancing Earth and Other Indigenous Choreographic Activations with ICR Participants Rulan Tangen, Tria Andrews, Maria Firmino-Castillo,” Medicine Ways Conference, University of California, Riverside, May 9, 2015.

## DANCE AND PERFORMANCE

### Choreographer

“The Silence of the Archives,” Choreographed with Dr. Makha Blu Wakpa, Medicine Ways Conference, University of California, Riverside, May 9, 2015.

“Dead Center of the Heart: A Duet,” Othering & Belonging Conference, University of California, Berkeley’s Haas Institute for a Fair and Inclusive Society, Oakland Marriott City Center, April 25, 2015.

“Turangawaewae (Standing Place),” Intimate—Distance, Theater, Dance, and Performance Studies Department, Choreographed by Jack Gray, University California, Berkeley, April 17-19 & 24-26, 2014.

### Dancer

“500 Years of Resistance,” Choreographed by Rulan Tangen, Brava Theater, San Francisco, CA, December 1, 2017.

“WAAWIJEKIDEWAN/We Stand Together,” Choreographed by Rulan Tangen, Joint Conference of the Congress on Research in Dance and the Society for Dance History Scholars, Pomona College, Claremont, CA, November 3-6, 2016.

“Wedding Duet,” Choreographed by Rulan Tangen, How We Show Up,” Indigenous Choreographers Project at Riverside, University of California, Riverside, May 5, 2015, and National Bioneers Conference, Marin Center, San Rafael, October 16, 2015.

## **CURATOR**

“Carceral Liberation? A Native American Prison Art Show,” Avenue 50 Studio, October 12-November 2, 2019.

## **FILMMAKER**

“Settler (In)justice: Native American Imprisonment in the U.S.,” documentary, in production.

## **EVENTS COORDINATOR**

“Haka Workshop,” featuring Amelia Taylor (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 20, 2020.

“Indigenous Contemporary Dance,” featuring Rulan Tangen (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 19, 2020.

“Powwow Yoga,” featuring Acosia Red Elk (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming May 5, 2020.

“Hiyang: A Creative Practice for Cultural Resilience,” featuring Toni Temehana Pasion (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, forthcoming April 22, 2020.

“Digital Dance Criticism: Screens as Choreographic Apparatus,” featuring Kate Mattingly (via Zoom due to COVID-19 outbreak), University of California, Los Angeles, April 14, 2020.

“Circling With/In the Saints: Ceremonial Sambas and Dark Horses of Bahian Candomblé,” featuring Mika Lillit Lior, University of California, Los Angeles, January 28, 2020.

“Illuminating Tongva Embodied Knowledge and Sovereignty,” four workshops featuring Tina and Jessa Calderon on an introduction to Native California in the Tongva context; grass skirts; clapper sticks; and dance, University of California, Los Angeles, January 21, February 4, February 25, and March 10, 2020.

“Carceral Liberation? A Panel Discussion on Native American Imprisonment,” Occidental College, October 10, 2019.

“Do Iranian Dancers Need Saving? Savior Spectatorship and the Production of Iranian Dancers as ‘Objects of Rescue,’” UC Chancellor’s Postdoctoral Fellowship Presentation with Heather Rastovac, University of California, Los Angeles, June 6, 2019.

“IHI UP Workshop with Jack Gray,” University of California, Los Angeles, May 28, 2019.

“Uncovering the Relationships Between Native Dance and Marital Arts: A Presentation by Pom Tuiimyali on the Winnemem Wintu War Dance,” University of California, Los Angeles, May 23, 2019.

“MATAO Workshop with Dakota Camacho,” University of California, Los Angeles, April 26, 2019.

“Healing the Impacts of Colonization: Featuring Toni Pasion and Amelia Butler,” University of California, Los Angeles, February 21, 2019

“North American Hand Talk Workshop: Featuring Dr. Makha Blu Wakpa,” University of California, Los Angeles, February 14, 2019

“Revitalizing Native American Martial Arts: Adrian Roman’s Red Warrior System,” University of California, Los Angeles, January 31, 2019.

### **Conference Committee Co-Founder and Co-Organizer**

Yoga Justice / Yoga Violence Conference, University of California, Berkeley, April 10, 2015

Yoga (R)evolution? Interrogating Possibilities and Practices Conference, University of California, Berkeley, April 10, 2015

Co-Founder and Co-Organizer, Yoga and Access: Questions of Inclusion Conference, University of California, Berkeley, April 25, 2014

### **LITERARY READINGS**

Warrior Spirit Conference and Ceremony, Viejas Resort and Casino, San Diego, CA, October 10, 2018.

Litquake: The San Francisco Literary Festival, Yerba Buena Center of the Arts, June 13, 2017.

“Generation to Generation, Poet to Poet,” Contemporary Jewish Museum, San Francisco, January 19, 2017.

“Poetic Landscapes,” The Loft, University of California, San Diego, March 1, 2016.

**TEACHING EXPERIENCE****University of California, Los Angeles**

Dance 45: Introduction to Dance (core; lower-division undergraduate course)

Dance 101: Theories of Dance/Performance (core; upper-division undergraduate course)

Dance 145/245: Colonization and Confinement (elective; concurrent graduate and upper-division undergraduate course)

**GRADUATE STUDENT INSTRUCTOR****University of California, Berkeley: Chancellor's Public Fellow**

Anthropology 2 AC: "Introduction to Archeology," Anthropology Department, Fall 2013

**SMART Graduate Student Mentor**

SMART Graduate Student Mentoring and Research Teams, University of California, Berkeley, Spring and Summer 2015

**Acting Instructor**

Native American Studies Reading and Composition R1B: "Native American Embodiment," Department of Ethnic Studies, Spring 2016, Fall 2015

**Teaching Assistant**

Ethnic Studies 181AC: "Prison: Big Ideas Course," Department of Ethnic Studies, Spring 2017

African American Studies 156 AC: "Poetry for the People," Department of African American Studies, Spring 2014

**Sinte Gleska University: Co-Instructor**

English 102: "Literature of the Rosebud," Department of English, Summer 2014

**University of San Francisco: Instructor**

English 200: "Colonization and Confinement," Department of English, Spring 2014

**Prison University Project (San Quentin State Prison): Co-Instructor**

English 99A: “Perceptions of Home,” Spring 2014

English 99A: “Race and Gender in Literature,” Fall 2013

**SERVICE TO THE FIELD****Departmental Service**

Website

BA Admissions Committee, 2018-Present

Graduate Admissions Committee, 2018-Present

Undergraduate Curriculum Committee, 2018-Present

Graduate Curriculum Committee, 2018-Present

**University Service**

Faculty Executive Committee for the School of the Arts and Architecture, Fall 2019-Present

Center for the Study of Women Advisory Committee, Fall 2019-Present

Faculty Advisory Committee for the American Indian Studies Center, Fall 2019-Present

**Reviewer**

*ASAP/Journal*, 2019-Present

*Puncta Journal*, 2019-Present

**COMMUNITY SERVICE****Board of Directors Member**

All Relations United, 2017-2019

Dancing Earth: Indigenous Contemporary Dance Creations, 2014-2019

**Member**

Indigenous Education Now Campaign to strengthen Native American curricula and campus climates, Los Angeles Unified School District, 2019-Present

Curriculum Vitae  
**JESSICA R. CATTELINO**  
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 Los Angeles, CA 90095-1553  
 jesscatt@anthro.ucla.edu

O: 310-825-4400 (310-625-2800 until 3/25/20 while on sabbatical)

## ACADEMIC POSITIONS

2008-present Associate Professor, Department of Anthropology, University of California, Los Angeles  
 2010-present Associate Professor (0% appointment), Department of Gender Studies, UCLA  
 2010-present Faculty Affiliate, American Indian Studies, UCLA  
 2017-present Senior Faculty Research Associate, Center for the Study of Women, UCLA  
 2019-present Special Assistant to the Vice Chancellor for Initiatives in Coastlines and People (CoPe), UCLA  
 2013-14 Visiting Associate Professor, American Studies Program, Yale University  
 2008-09 Member, Institute for Advanced Study, Princeton, NJ  
 2004-08 Assistant Professor, Department of Anthropology and the College, University of Chicago  
 2005-08 Faculty Affiliate, Center for Gender Studies, University of Chicago  
 2007-08 Faculty Associate, Chicago Center for Contemporary Theory (3CT)  
 2007-08 Faculty Affiliate, Center for the Study of Race, Politics, and Culture, University of Chicago  
 2003-04 Weatherhead Fellow, School of American Research (SAR), Santa Fe, NM

## ADMINISTRATIVE AND FACULTY GOVERNANCE LEADERSHIP

2016-17 Chair, Graduate Council, UCLA Academic Senate (Vice President 2015-16); Ex Officio member, Executive Board of the Academic Senate  
 2015-17 Associate Director, Center for the Study of Women, UCLA

## EDUCATION

### New York University

Ph.D., 2004; M.Phil., September 2000; M.A., September 1998

Dissertation: "High Stakes: Seminole Sovereignty in the Casino Era" (Supervisors: Karen Blu, Fred Myers, Faye Ginsburg, Andrew Ross, William Sturtevant; Thomas Abercrombie, reader)

M.A. Thesis: "Citizenship, Spatiality, and Civilian Crime Prevention in Manhattan's 9<sup>th</sup> Precinct"

### Cornell University

A.B., *summa cum laude* and with Distinction in All Subjects, May 1996

Major: The Anthropology of Narrative, Community, and Identity (College Scholar program)

Concentration: Women's Studies

Thesis: "What's in a Story? Community, Identity, and Coming Out Narratives"

## FELLOWSHIPS AND GRANTS

National Science Foundation RAISE grant for "Bringing Together Diverse Perspectives on Water" (2019, #1936715, \$1,000,000), co-PI with Aradhna Tripathi (PI) and Shannon Speed (co-PI)

Institute for American Cultures, UCLA, grant for "Seminole Water and Everglades Restoration" (2019, \$4,100)

Committee on Instructional Improvement Programs, UCLA, major grant for "Meeting Dual GE and Major Goals: Revamping a Lower Division Course, in Community" (2019-20, \$5,419)

National Science Foundation Funded Senior Personnel on Florida Coastal Everglades Long-Term Ecological Research program grant #DEB-1237517 (2019, PI for \$25,000 subaward)

Dean's Fund for Teaching Related to the 2016 Presidential Election, UCLA (2017, \$1,000)



Dean's Faculty Opportunity Fund award for collaborative exhibition, UCLA (2016, \$1,500)  
 Wenner-Gren Foundation Innovations in Public Awareness of Anthropology Grant (2016, \$19,504)  
 UCLA Sustainable LA Grand Challenge Research Grant for "Gender and Everyday Water Use in Los Angeles Households" – PI for grant run through the Center for the Study of Women (2016-18, \$146,700)  
 Florida Humanities Council Major Grant for "Getting the Water Right," a photographic and ethnographic exhibition. Florida-based grant-receiving organization is Artist in Residence in Everglades (AIRIE), and I am the scholar on the grant, with PI Adam Nadel, the photographer (2016-17, \$15,000)  
 UCLA Laboratory for Environmental Narrative Strategies (LENS) grant, \$5,000 (2016-17)  
 Faculty Research Grant, UCLA (2016-17, \$8,081)  
 Institute for American Cultures Grant, UCLA (2016-17, \$5,000)  
 Howard Foundation Fellowship (2015, \$30,000)  
 National Science Foundation research grant (#1122727, funded by the program in Law and Social Sciences, 2011-13, \$152,764) "Individual and Community Responses to Environmental Regulation"  
 Wenner-Gren Foundation for Anthropological Research, Post-Ph.D. Research Grant (#8293, 2011-12, \$24,966 award revised to \$17,557 after reconciliation with NSF)  
 Faculty Research Grant, UCLA, for research on citizenship and territoriality in the Florida Everglades (2009-10, \$5000)  
 Institute for Advanced Study Membership, Princeton, NJ (2008-09) for a project on "Citizenship and Territorialization in the Florida Everglades"  
 Franke Institute for the Humanities Residential Faculty Fellowship, University of Chicago (2008-09, declined)  
 Center for Gaming Research Residency Fellowship, University of Nevada, Las Vegas (2007)  
 Center for Gender Studies grant for junior faculty course development, University of Chicago (2007)  
 Social Sciences Divisional Research Grant, University of Chicago (2007)  
 American Academy of Arts and Sciences Visiting Scholar Fellowship (2004, declined)  
 School of American Research (SAR) Weatherhead Fellowship (2003)  
 AAUW (American Association of University Women) American Dissertation Fellowship (2002)  
 Woodrow Wilson Dissertation Grant in Women's Studies (2001)  
 Smithsonian Institution Predoctoral Fellowship (2001)  
 American Philosophical Society Phillips Fund Grant for Native American Research (2001)  
 National Science Foundation Graduate Research Fellowship (1996-2000)  
 Kriser Fellowship in Urban Anthropology, New York University (2000)  
 Annette B. Weiner Graduate Fellowship in Cultural Anthropology, New York University (1999)  
 Summer Predoctoral Fellowship, Graduate School of Arts and Science, New York University (1999)

## AWARDS

Faculty Leadership Academy, UCLA (2019-20)  
 Research Excellence Award for Associate Professors, UCLA Institute of American Cultures and Center for the Study of Women (2017)  
 Annette Kolodny Environmental Studies Prize, American Studies Association (awarded by the Environment and Culture Caucus to the best environmentally themed paper presented at the ASA annual meeting, for "Invasive Species and Flourishing in the Florida Everglades") (2015)  
 Cultural Horizons Prize (best article in *Cultural Anthropology* during 2010, for "The Double Bind of American Indian Need-Based Sovereignty"), Society for Cultural Anthropology (2011)  
 Delmos Jones and Jagna Sharff Memorial Book Prize (best book published in previous two years), Society for the Anthropology of North America (2010)  
 Honorable Mention, Gregory Bateson Book Prize, Society for Cultural Anthropology (2009)  
 Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching, University of Chicago (2008)  
 Western History Assn. Arrell M. Gibson Award for year's best essay on Native American history (2005)  
 Banner Bearer/School Representative (outstanding graduating Ph.D. student), NYU Commencement (2004)  
 Carrie Hunter Tate Award, National Association of Student Anthropologists (2003)  
 Outstanding Anthropology Graduate Student Award, Dept. of Anthropology, New York University (2000)

Phi Beta Kappa, Cornell University (1996)  
 Cornell Tradition Fellow (for academic and public service excellence), Cornell University (1994-96)  
 Telluride Scholar, Telluride House at Cornell University (1992-94)

## PUBLICATIONS

### Book

- 2008 *High Stakes: Florida Seminole Gaming and Sovereignty*. Duke University Press.  
 Reviewed in *American Ethnologist*, *Current Anthropology*, *Journal of the Royal Anthropological Institute*, *International Journal of Critical Indigenous Studies*, *Ethnohistory*, *the Political and Legal Anthropology Review (PoLAR)*, *Contemporary Sociology*, *Western Historical Quarterly*, *Choice*, *ForeWord Magazine*, *Indian Country Today Gaming Magazine*  
 Awarded the Delmos Jones and Jagna Sharff Memorial Book Prize from the Society for the Anthropology of North America; Honorable Mention for the Gregory Bateson Book Prize, Society for Cultural Anthropology

### Articles and Chapters

- 2019 **Cattelino, Jessica**, Georgina Drew, and Ruth Morgan. "Water Flourishing in the Anthropocene." *Cultural Studies Review* 25(2):135-152.
- 2019 Of Climate and Chilling Effects. *Public Culture* 31(2):215-234.
- 2019 "From Green to Green: The Environmentalization of Agriculture." *Journal for the Anthropology of North America* 22 (2): 135–38.
- 2019 Rivera-Monroy, Victor H., **Jessica Cattelino**, Jeffrey R. Wozniak, Katrina Schwartz, Gregory B. Noe, Edward Castaneda-Moya, and Gregory R. Koch. 2019. The Life of P: A Biogeochemical and Sociopolitical Challenge in the Everglades. In *The Coastal Everglades: The Dynamics of Social-Ecological Transformation in the South Florida Landscape*, edited by Daniel L Childers, Evelyn Gaiser, and Laura Ogden. Oxford and New York: Oxford University Press, pp. 99–128.
- 2019 Stakeholders, Gender, and the Politics of Water. *American Anthropologist* (editor reviewed), January 22. <http://www.americananthropologist.org/2019/01/22/3032/>
- 2018 From Locke to Slots: Money and the Politics of Indigeneity. *Comparative Studies in Society and History* 60(2):274-307.
- 2018 Indian Gaming, Renewed Self-Governance, and Economic Strength. An interview by J. Kēhaulani Kauanui in *Speaking of Indigenous Politics: Conversations with Activists, Scholars, and Tribal Leaders*. J. Kēhaulani Kauanui, ed. Minneapolis: University of Minnesota Press. Pp. 65-77.
- 2016 Loving the Native: Invasive Species and the Cultural Politics of Flourishing. In Ursula Heise, Jon Christensen, and Michelle Niemann, eds. *The Routledge Companion to the Environmental Humanities*. London: Routledge, pp. 129-137.
- 2015 North America: Sociocultural Aspects. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 17. Oxford: Elsevier. pp. 22–26.
- 2011 "One Hamburger at a Time": Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock international: with CA comments by Thabo Mokgatlha and Kgosi Leruo Molotlegi. *Current Anthropology* 52(S3): S138-149. Supplementary issue: Corporate Lives: New Perspectives on the Social Life of the Corporate Form. D.J. Partridge, M. Welker, and R. Hardin, eds.
- 2011 Thoughts on the U.S. as a Settler Society (Plenary Remarks, 2010 SANA Conference). *North American Dialogue: Newsletter of the Society for the Anthropology of North America* 14(1):1-6.
- 2010 Anthropologies of the United States. *Annual Review of Anthropology* 39:275-292.
- 2010 The Double Bind of American Indian Need-Based Sovereignty. *Cultural Anthropology* 25(2):235-62. *Awarded the Cultural Horizons Prize by the Society for Cultural Anthropology*
- 2010 Termination Redux? Seminole Citizenship and Economy from Truman to Gaming. In B. Hosmer, ed. *Native Americans and the Legacy of Harry Truman*. Pp. 122-135. Kirksville, MO: Truman State University Press.
- 2009 Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity. *American Anthropologist* 111(2):190-200.

- 2009 Florida Seminoles and the Cultural Politics of the Everglades. Occasional Paper from the School of Social Science, Institute for Advanced Study. May, Paper Number 36. Available at <http://www.sss.ias.edu/publications/occasional.php>
- 2008 Gaming. In *Handbook of North American Indians*, vol. 2, Indians in Contemporary Society, Garrick A. Bailey, vol. ed., William C. Sturtevant, general editor. Pp. 148-156. Washington: Smithsonian Institution.
- 2007 Florida Seminole Gaming and Local Sovereign Interdependency. In D. Cobb and L. Fowler, eds. *Beyond Red Power: Rethinking Twentieth-Century American Indian Politics*. Pp. 262-79. Santa Fe, NM: SAR Press.
- 2006 Florida Seminole Housing and the Social Meanings of Sovereignty. *Comparative Studies in Society and History* 48(3):699-726.
- 2005 Tribal Gaming and Indigenous Sovereignty, with Notes from Seminole Country. *American Studies* (Special issue on Indigenous People of the United States) 46:(3/4): 187-204; co-published in *Indigenous Studies Today* 1 (Fall 2005/Spring 2006).
- 2004 Casino Roots: The Cultural Production of Twentieth-Century Seminole Economic Development. In Hosmer, B. and O'Neill, C., eds. *Native Pathways: Economic Development and American Indian Culture in the Twentieth Century*. Pp. 66-90. Boulder: University of Colorado Press.  
Winner of the Western History Association Arrell M. Gibson Award and reviewed in the *Journal of American Ethnic History* 25(1), 2005.
- 2004 (with William Sturtevant) Florida Seminole and Miccosukee. In *Handbook of North American Indians*, vol. 14, Southeast, Raymond D. Fogelson, vol. ed., William C. Sturtevant, general editor. Pp. 429-449. Washington: Smithsonian Institution.
- 2004 The Difference that Citizenship Makes: Civilian Crime Prevention on the Lower East Side. *PoLAR (Political and Legal Anthropology Review)* 27(1):114-137.

### Published Lecture

- 2015 The Cultural Politics of Water in the Everglades and Beyond. 2015 Lewis Henry Morgan Lecture, University of Rochester. *Hau: Journal of Ethnographic Theory* 5(3):235-50 (video also available)

### Comments

- 2018 Comments in "Sovereignty: Interview with the Authors." Curated Collections, *Cultural Anthropology* website, March 26, [https://culanth.org/curated\\_collections/22-sovereignty/discussions/28-sovereignty-interview-with-the-authors](https://culanth.org/curated_collections/22-sovereignty/discussions/28-sovereignty-interview-with-the-authors)
- 2016 Comment on The Nature of Sovereignty in the Anthropocene: Hydroelectric Lessons of Struggle, Otherness, and Economics from Paraguay by Christine Folch. *Current Anthropology* 57(5):576-78.

### Book Reviews

- 2020 Review of *Power in the Telling: Grand Ronde, Warm Springs, and Intertribal Relations in the Casino Era*, by Brook Colley. NAIS: Native American and Indigenous Studies 7(2). (forthcoming)
- 2016 Review of *Thatched Roofs and Open Sides: The Architecture of Chickees and Their Changing Role in Seminole Society*, by Carrie Dilley. *The Florida Historical Quarterly* 95(1):100-113.
- 2014 Review of *Yuchi Indian Histories Before the Removal Era*, edited by Jason Baird Jackson. *Journal of Anthropological Research* 70(2):318-20.
- 2013 Review forum essay on *Economies of Abandonment: Social Belonging and Endurance in Late Liberalism* by Elizabeth A. Povinelli. *Interventions* 15(3):438-41.
- 2012 Review of *Recognition Odysseys: Indigeneity, Race, and Federal Tribal Recognition Policy in Three Louisiana Indian Communities* by Brian Klopotek. *Ethnohistory* 59(3):654-6.
- 2012 Review of *First Nations Gaming in Canada*, edited by Yale D. Belanger. *The Western Historical Quarterly* 43(1):82-3.
- 2010 Review of *The Rediscovered Self: Indigenous Identity and Cultural Justice* by Ronald Niezen, *American Anthropologist* 112(2):334-5.
- 2008 Review of *The Social Life of Money in the English Past* by Deborah Valenze. *Comparative Studies in Society and History* 50(1):327-8.

- 2008 Review of *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination* edited by Joanne Barker and *Taking Charge: Native American Self-Determination and Federal Indian Policy, 1975–1993* by George Pierre Castile. *Ethnohistory* 55(1):166-168.
- 2006 Review of *Materiality*, edited by Daniel Miller. *Museum Anthropology* 29(2):171-173.
- 2006 Review of *Putting a Song on Top of It: Expression and Identity on the San Carlos Apache Reservation* by David W. Samuels. *Western Historical Quarterly* 37(3):376-377.
- 1999 Review of *Exotics at Home: Anthropologies, Others, American Modernity* by Micaela di Leonardo. *Xcp: Cross-Cultural Poetics* 5:137-140.

### **Blog, Magazine, Professional Association, and Popular Writing**

- 2019 Participant/interviewee: “Pervasive, yet Fractured”: A Roundtable on Centering Indigenous Critiques and Teaching Settler Colonialism.” Edited by Sonia Grant, with Clint Carroll, Jean Dennison, and Anne Spice. *Cultural Anthropology Teaching Tools*. <https://culanth.org/fieldsights/pervasive-yet-fractured-centering-indigenous-critiques-a-roundtable-on-teaching-settler-colonialism>
- 2016 Jessica R. Cattellino and Adam Nadel. Getting the Water Right: The Cultural Politics of Water in the Everglades. *Lens Magazine*. October 6. <https://lensmagazine.org/getting-the-water-right-5620fee55f11#ckg64ccnp>. (Wrote Editor’s Note and most of caption text.)
- 2015 Valuing Nature. Fieldsights - Theorizing the Contemporary, Cultural Anthropology Online, March 30, 2015, <http://culanth.org/fieldsights/654-valuing-nature>
- 2013 Settler Colonial Nature in the Everglades. Blog entry for the Engagement Blog of the Anthropology and Environment Society of the American Anthropological Association. February. <http://www.aaanet.org/sections/ae/index.php/settler-colonial-nature-in-the-everglades/>
- 2010 Citizenship and Nation in the Everglades. *Anthropology News*. January: 11, 13.
- 2007 Wealth Enables Seminoles to Live Life on Their Own Terms. *FORUM: The Magazine of the Florida Humanities Council*. Spring: 38-41.
- Several articles for *The Seminole Tribune*.

### **EXHIBITION**

- 2014-17 Collaborator and Contributing Scholar on “Getting the Water Right,” a multi-format photographic and ethnographic exhibition about the cultural politics of nature in the Florida Everglades. Photographer and Curator: Adam Nadel. Provided much of underlying themes; wrote much of text panels, captions, press release; collaborated on scholarship underlying the data visualizations; produced much of the audio for accompanying website thewaterright.com, and participated in aspects of curation and field research. Traveling version at 2016 LENS Conference at UCLA, Gallery version at Yale University Peabody Museum (2014) and Southeast Museum of Anthropology (2016-17); multimedia installation throughout the Everglades National Park (2017).

### **CONFERENCES AND INVITED PRESENTATIONS**

#### **Conferences Organized and Hosted**

- 2016 Racialized State Violence in Global Perspective. International conference co-organized with Hannah Appel, Norma Mendoza-Denton, and Jemima Pierre, UCLA.
- 2008 Conditions of Settler Colonialism. International symposium funded by and held at the University of Chicago. April 25-26, 2008.

#### **Conference Panels Organized**

- 2020 “Economy and Land: A Roundtable on Teaching, Research, and Current Debates.” (co-organized with Joanne Barker). Native American and Indigenous Studies Association, Toronto, Ontario (orthcoming)
- 2019 “Beyond the Human? Working the Intersections of NAIS, Political Ecology, and Posthumanism” (co-organized with Clint Carroll and Dana Powell). Native American and Indigenous Studies Association, Hamilton, Aotearoa/New Zealand.
- 2018 “Gender Politics: Engaging the Legacy of Sherry Ortner” (co-organized with Akhil Gupta). American Anthropological Association, San Jose, CA.
- 2018 “Revisioning American Capitalism through a Cosmopolitan Lens: Engaging the Legacy of Sherry Ortner” (co-organized with Akhil Gupta). American Anthropological Association, San Jose, CA.



- 2016 “Generation and Genealogy: A GENS Collective Conversation about Generating Capitalism” (co-organized with Eleana Kim). American Anthropological Association, Minneapolis, MN.
- 2015 “The Work, Time, and Territory of Interruption: Conversations with Audra Simpson’s *Mohawk Interruptus*.” Native American and Indigenous Studies Association, Washington, DC.
- 2014 “Unsettling Nature.” American Studies Association, Los Angeles, CA.
- 2014 “Unsettling Nature.” (Co-organized with Clint Carroll.) Native American and Indigenous Studies Association, Washington, DC.
- 2014 “The Politics of Necessity: Livelihood and Ways of Life.” (Co-organized with Alex Blanchette.) Society for Cultural Anthropology Biannual Meeting, Detroit, MI.
- 2006 “Money and Value.” Society for Cultural Anthropology Biannual Meeting, Milwaukee, WI.
- 2005 “Conditions of Indigeneity.” Annual Meeting of the American Anthropological Association, Washington, DC.
- 2005 “Race, Place, and Recognition: Papers in Honor of Karen Blu.” Annual Meeting of the Society for Ethnohistory. Santa Fe, NM.
- 2003 “Indigenous Sovereignty and Citizenship: Thinking Ethnographically Along the Boundaries of Indigenous Nationhood and the Law.” Annual Meeting of the Law and Society Association, Pittsburgh, PA, co-chaired with Audra Simpson.

### Conference Papers and Comments

- 2019 “Plankton-rich Streams”: Zora Neale Hurston and the Ethnography of Water’s Force.” American Anthropological Association, Vancouver, British Columbia.
- 2019 Discussant, “Environmental Repair.” American Anthropological Association, Vancouver, British Columbia.
- 2019 Discussant/chair, Rappaport Student Prize panel, Society for Environmental Anthropology, American Anthropological Association, Vancouver, British Columbia.
- 2019 “Post Which Human?” Native American and Indigenous Studies Association, Hamilton, Aotearoa/New Zealand.
- 2018 “Beyond Which Human? Feminism in These Anthropological Times.” American Anthropological Association, San Jose, CA. (Panel on the legacy of Sherry Ortner)
- 2018 Discussant, “Boring Stuff? Mundane Matters in an Age of Liveliness.” American Anthropological Association, San Jose, CA.
- 2018 “Hindcasting the Settler State.” 4S (Society for the Social Study of Science) Conference, Sydney, Australia.
- 2017 “America’s Sweetest Town: On Corporation, Nature, and State.” American Anthropological Association, Washington, DC.
- 2017 Discussant, “How Nature Works.” American Anthropological Association, Washington, DC.
- 2017 “Rethinking Land and Labor.” A Conference on Race, Indigeneity, and Settler Colonialism, in honor of the work of the late Patrick Wolfe. UCLA
- 2016 “‘No such thing as money was any where known’: Money and the Politics of Indigeneity.” Native American and Indigenous Studies Association, Honolulu, Hawai’i.
- 2016 Roundtable presentation synthesizing the contributions of feminist economic anthropology to analysis of the present (immediate-post-election) moment. American Anthropological Association, Minneapolis, MN.
- 2016 “Getting the Water Right: An Exhibition.” Earth Now/Earth 2020 Conference, Institute of the Environment and Sustainability, UCLA
- 2016 Discussant, “States of Entanglement: Embodying Toxic Futures under Colonial and Settler Colonial Regimes.” American Anthropological Association, Minneapolis, MN.
- 2015 “Sovereign Flourishing in Tight Spots.” Annual meeting of the Native American and Indigenous Studies Association, Washington DC.
- 2014 “Valuing Nature.” Executive session on Generating Capitalism: Diverse Livelihoods and Productive powers. Annual meeting of the American Anthropological Association, Washington, DC.
- 2014 Roundtable participant: Opening Access, Being Publisher: A Discussion about Anthropology, Epistemic Ethics, and Post-Profit Publishing. Annual meeting of the American Anthropological Association, Washington, DC.

- 2014 “Invasive Species and Flourishing in the Florida Everglades.” Annual meeting of the American Studies Association, Los Angeles, CA.
- 2014 “The Cultural Politics of Invasive Species in the Florida Everglades.” Annual meeting of the Native American and Indigenous Studies Association, Austin, TX.
- 2014 “Ecological and Economic Necessity in the River of Grass.” Biannual conference of the Society for Cultural Anthropology, Detroit, MI.
- 2013 “The Airborne Politics of Interdependency: Of Ash and Bagasse, Migratory Birds, and Hurricane-Traveled Critters in the Florida Everglades.” Annual Meeting of the American Anthropological Association, Chicago, IL.
- 2013 “Ecosystems Services Valuation and the Measurement of Nature’s Value.” Conference on Global Ecologies: Nature/Narrative/Neoliberalism. UCLA.
- 2012 Discussant, panel on “Love, Belonging, and Fluid Borders,” American Anthropological Association, San Francisco, CA
- 2011 Discussant and chair, panel on “Settler colonialism,” Native American and Indigenous Studies Association, Sacramento, CA
- 2011 Chair and commentator, plenary panel on “Settler Colonialism and Racial Management,” Critical Race Studies Annual Symposium on “Race and Sovereignty,” UCLA School of Law.
- 2010 “Sovereignty and Interdependency.” Annual Meeting of the American Anthropological Association, New Orleans, LA.
- 2010 Plenary address on “Settler Society and a Settling Society.” Society for the Anthropology of North America and Association of Black Anthropologists conference, Denver, CO.
- 2010 “From Reclamation to Restoration in the Florida Everglades.” Symposium on The Governance of the Prior, Columbia University, New York, NY.
- 2009 “Citizenship and Territorialization in the Florida Everglades.” Annual Meeting of the Native American and Indigenous Studies Association (NAISA), Minneapolis, MN.
- 2009 “‘One Hamburger at a Time’: The Florida Seminole Acquisition of Hard Rock International.” Annual Meeting of the Native American and Indigenous Studies Association (NAISA), Minneapolis, MN.
- 2008 Roundtable participant: “Indian Gaming and Casinos in America: A Twenty Year Anthropological Retrospective on the Impact of the 1988 Indian Gaming Regulatory Act.” Annual Meeting of the American Anthropological Association, San Francisco, CA.
- 2008 “High Prices and Strange Currencies: Economic Logics of Settler Colonialism.” Symposium on Conditions of Settler Colonialism, University of Chicago.
- 2007 “The Economic Logics of Termination in Seminole Country, 1953 and 2007.” Annual Meeting of the American Anthropological Association, Washington, DC.
- 2007 Discussant, author-meets-readers panel on Colleen O’Neill’s *Working the Navajo Way*. Annual Meeting of the Social Science History Association, Chicago, IL.
- 2007 Chair/discussant: “History and Memory I.” Conference on “What’s Next for Native American and Indigenous Studies?” University of Oklahoma.
- 2007 Discussant: “Tensions of Democracy I: The Uneven Relevance of Legality.” Conference on “Communicating Legitimacy: Putting Democratic Practice and Representation in Context,” University of Chicago.
- 2006 “Money, Risk, and Commensurability in the Anthropology of Native North America.” Presidential invited session at the Annual Meeting of the American Anthropological Association, San Jose, CA.
- 2006 Discussant for the panel “(Re) Historicizing the Human Landscape: Intersections of Space/Race/Place/Memory.” Annual Meeting of the American Anthropological Association, San Jose, CA.
- 2006 “The Politics of Fungibility: Florida Seminole Casinos and the Indigenous Valuation of Money.” Society for Cultural Anthropology Biannual Meeting, Milwaukee, WI.
- 2006 Commentator for panel “Theoretical and Methodological Issues,” Colloquium on Indians, Labor, and Capitalist Culture, Newberry Library.
- 2005 “Sovereignty, Interdependency, Settler Coloniality: Florida Seminole Casinos and the Politics of Indigenous Economy.” Annual Meeting of the American Anthropological Association, Washington, DC.

- 2005 “Florida Seminole Veterans and Overlapping Citizenship.” Annual Meeting of the Society for Ethnohistory, Santa Fe, NM.
- 2005 Panel discussant and chair: “Liberalization, Gambling, Governing: Research from Zones of Shifting Governance.” Annual Meeting of the Law and Society Association, Las Vegas, NV.
- 2005 “Seminole Gaming, Housing, and the Social Meaning of Self-Determination.” Annual Meeting of the Organization of American Historians, San Francisco, CA.
- 2004 “Relational Sovereignty and Florida Seminole Casinos: Toward a Theory of Sovereignty as Interdependency.” Society for Cultural Anthropology Biannual Meeting on “Sovereignty,” Portland, Oregon.
- 2003 “Sovereignty as Interdependency: Florida Seminole Casinos, Law, and the Politics of Market Integration.” Annual Meeting of the Law and Society Association, Pittsburgh, PA.
- 2002 “Legacies: William Sturtevant, Florida Seminole Research, and Cultural Production.” Annual Meeting of the American Anthropological Association, New Orleans, LA.
- 2001 “Making and Breaking the Ties that Bind: Seminole Tribal Sovereignty in the Gaming Era.” Joint Annual Meetings of The American Ethnological Society, The Canadian Anthropology Society, and the Society for Cultural Anthropology, Montreal, Quebec.
- 2000 “Seminole Sovereignty as Cultural Production: Indian Gaming in the Sunshine State.” Annual Meeting of the American Anthropological Association, San Francisco, CA.
- 1998 “Citizenship, Locality and Civilian Crime Prevention in Manhattan’s 9<sup>th</sup> Precinct.” Annual Meeting of the American Anthropological Association, Philadelphia, PA.

#### **Invited Lectures, Symposium Presentations, and Workshop Presentations**

- 2020 “Water and Migration in the Florida Everglades.” To be presented at the symposium *Native/Immigrant/Refugee: Movements Across Contested Grounds* at the Center for Race and Gender, UC Berkeley. March 12-13.
- 2019 “Passions for Interests: Water and Rural Political Belonging.” Present at the Fluid Ecologies Conference, Stanford University.
- 2019 “Watershed: Rural Political Belonging and Ecosystem Restoration in the Contemporary United States.” Tod Spieker Colloquium Series, Department of Geography, UCLA
- 2018 “Passions for Interests: Water and Rural Political Belonging in America.” International Colloquium on The United States as an Ethnographic Field. French National Center for Scientific Research (CNRS) and EHESS (School for Advanced Studies in the Social Sciences), Paris, France.
- 2018 “Economy and Relationality: High-Stakes Indigenous Government Gaming at (Almost) 40.” University of Melbourne (Australia) Indigenous Settler Relations Collaboration.
- 2018 “Post Which Human? Feminism in These Anthropological Times.” Elaine Combs-Schilling Lecture, Columbia University’s Institute for Research on Women, Gender, and Sexuality.
- 2018 “Passions for Interests: Water and Rural Political Belonging in America.” New York Academy of Sciences.
- 2018 “High Stakes Gaming at (Nearly) 40: Research Provocations.” Harvard Project on American Indian Economic Development, Harvard University (Spring), and Native Nations Institute, Tucson, AZ (Fall).
- 2018 “High-stakes Gaming at (Nearly) 40: State of the Field.” University of Virginia American Indian Studies Symposium.
- 2018 “Post Which Human? Feminism in These Anthropological Times.” University of California, Davis, Department of Anthropology.
- 2017 “Of Climate and Chilling Effects.” Symposium presentation at “Interrogating the Histories and Futures of ‘Diversity’: Transnational Perspectives.” University of Michigan Department of Anthropology.
- 2016 Exhibition opening lecture for “Getting the Water Right: The Culture and Politics of Water in the Everglades,” Southeast Museum of Photography, Daytona, Florida.
- 2016 “Sovereignty, Settler Colonialism, Territoriality and Resistance: A Conversation.” Co-presented with Audra Simpson in the Mellon Sawyer Seminar in Comparative Global Humanities at Tufts University.
- 2015 “The Cultural Politics of Water in the Everglades and Beyond.” The 2015 Lewis Henry Morgan Lecture, University of Rochester. Video and transcript available at <http://haujournal.org/haunet/cattelino.php>
- 2015 “The Cultural Politics of Water in the Everglades and Beyond.” Department of Anthropology, University of California, Irvine.

- 2015 “Unsettling Nature: An Everglades Ethnography.” Working Group on Culture, Power, and Social Change, UCLA.
- 2014 “On Loving the Native: Invasive Species and the Cultural Politics of Nature.” Sawyer Seminar on the Environmental Humanities, UCLA.
- 2014 “Unsettling Nature: An Everglades Ethnography.” Department of Anthropology, University of California, Santa Cruz.
- 2014 “Unsettling Nature in the Florida Everglades.” Program in American Studies, Yale University.
- 2014 “Unsettling Everglades: Toward an Anthropology of Flourishing. Department of Anthropology, Tufts University.
- 2014 Discussant for Workshop on Ethnocultural Diversity, Religious Freedom and Forms of Claims-Making, Center for American Political Studies, Harvard University.
- 2014 “Unsettling Nature in the Florida Everglades.” The Ben Lillienthal Lecture, Amherst College Anthropology Department.
- 2014 “The Airborne Politics of Interdependency: Of Ash and Bagasse, Migratory Birds, and Hurricane-Traveled Critters in the Florida Everglades.” Presented in the workshop on Ethnography and Social Theory, Yale University Department of Anthropology.
- 2014 “Unsettling Nature in the Florida Everglades.” Presented in the Department of Anthropology, New York University.
- 2014 “The Cultural Politics of Nature in the Florida Everglades.” Presented in the Department of Anthropology, Brown University.
- 2013 “Unsettling Nature: Invasive Species in the Everglades.” Presented in the Agrarian Studies Colloquium Series, Yale University.
- 2013 “‘No such thing as money was any where known’: Money and the Politics of Indigeneity.” Presented to the Yale Group for the Study of Native America (YGSNA), Yale University (also presented to the faculty of the Amherst College Anthropology Department, 2014).
- 2013 “Unsettling Nature in the Everglades.” Presented to the Department of Anthropology, University of Minnesota
- 2013 “‘Getting the Water Right’: Valuation in the Florida Everglades.” Presented to the Center for the Study of Law and Society, University of California, Berkeley.
- 2011 “Unsettling Nature and ‘Getting the Water Right’ in the Florida Everglades. Presented to the Department of Anthropology, University of California, San Diego.
- 2010 “Settler Nature and ‘Getting the Water Right’ in the Florida Everglades.” Presented in the Department of Anthropology, University of Michigan.
- 2010 “‘Getting the Water Right’ in the Florida Everglades.” Presented in the Workshop on U.S. Locations, University of Chicago, Chicago, IL.
- 2010 “High Stakes: Florida Seminole Gaming and Sovereignty.” Presented at a brownbag luncheon and lecture at the Indigenous Nations Library Program, University of New Mexico, Albuquerque, NM.
- 2010 “Unsettling the Anthropology of the U.S.” Presented in the Department of Anthropology, CUNY Graduate Center, New York, NY.
- 2010 “Seminole Hard Rock and the Cultural Politics of the State-Society Divide.” Presented in the Department of Ethnic Studies, University of California—Berkeley, CA.
- 2010 “Seminole Territoriality and ‘Getting the Water Right’ in the Florida Everglades.” Presented in the Department of Anthropology, Duke University, Durham, NC.
- 2009 “Florida Seminoles and the Cultural Politics of the Everglades.” Presented in the School of Social Sciences, Institute for Advanced Study, Princeton, NJ.
- 2009 “Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity.” Presented at the Economic Sociology Workshop, Princeton University.
- 2008 “‘No such thing as money was any where known’: Preliminary Notes on Enlightenment Money and the Politics of Indigeneity.” Workshop on “Red Cents in Indian Country: Native Claims to Things.” Sponsored by the University of California-Irvine. Borrego Springs, CA.
- 2008 “‘One Hamburger at a Time’: Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock International.” Presented in the D’Arcy McNickle Center Seminar in American Indian Studies, The Newberry Library, Chicago, IL.



- 2008 “‘One Hamburger at a Time’: Revisiting the State-Society Divide with the Seminole Tribe of Florida and Hard Rock International.” Presented at the Department of Anthropology, Princeton University.
- 2008 “Thinking Anthropologically about the U.S.” Presented at the After Hours Conversation series, Institute for Advanced Study, Princeton, NJ.
- 2008 “‘One Hamburger at a Time’: Seminole Hard Rock and the Fiscal Forms of Tribal Citizenship.” Presented at the joint Wenner-Gren Foundation and School for Advanced Research symposium on “Corporate Lives: New Perspectives on the Social Life of the Corporate Form,” Santa Fe, New Mexico.
- 2008 “Fungibility: Florida Seminole Casino Dividends and the Fiscal Politics of Indigeneity.” Boas Seminar, Columbia University Department of Anthropology.
- 2007 “Seminole Gaming.” Florida Center for Teachers (Florida Humanities Council) summer seminar *Meet the Indians: Florida’s Seminole and Miccosukee People*. Brighton Seminole Reservation. Presented to forty selected Florida teachers.
- 2007 “Racial Economies: The Social Meanings of Florida Seminole Casino Wealth.” Presented to the Advanced Critical Race Theory Seminar Workshop, UCLA School of Law.
- 2007 “Fungibility: Florida Seminole Casino Dividends and the Monetary Politics of Indigeneity.” Presented at the Workshop on United States Locations, University of Chicago.
- 2006 “High Stakes: Florida Seminole Casinos, Money, and the Everyday Practice of Sovereignty.” Presented at the Department of Anthropology, University of Wisconsin, Madison.
- 2006 “Raising the Stakes: Florida Seminole Casinos, Indigenous Sovereignty, and the Social Meanings of Money.” All-college lecture at Sarah Lawrence College, Bronxville, NY.
- 2006 “Florida Seminole Gaming, Money, and the Cultural Politics of Sovereignty.” Presented to the American Indian Studies Program, UCLA, Los Angeles, CA.
- 2006 “Seminole Citizenship From Termination to Casinos.” Presented at the Harry S. Truman Legacy Symposium on “Native Americans and American Indian Affairs during the Truman Presidency,” Key West, Florida.
- 2006 “The High Stakes of Florida Seminole Sovereignty in the Casino Era.” Presented in the Brownbag Series of the D’Arcy McNickle Center for American Indian History, Newberry Library, Chicago.
- 2006 “The Miss Seminole Pageant and Indigenous Overlapping Citizenship in the Casino Era.” Presented in the Gender Studies brownbag series, University of Chicago.
- 2006 “Betting on the House: Seminole Citizenship in the Casino Era.” Presented at the Native American Students Association brownbag series, University of Chicago.
- 2006 “Fungibility: Florida Seminole Tribal Casinos, Social Reproduction, and the Politics of Money.” Presented at the Money, Markets, and Consumption Workshop, University of Chicago.
- 2005 “High Stakes: Florida Seminole Casinos, Sovereignty, and the Social Meanings of Money.” Presented at the Department of Anthropology colloquium, Cornell University, Ithaca, NY.
- 2005 “Florida Seminole Casinos and Sovereign Interdependency.” Presented at the University of Chicago Comparative Colonialisms Workshop.
- 2005 “Casinos, Housing, and the Social Meanings of Seminole Sovereignty.” Presented at the UCLA Cultures of Capitalism Working Group, Los Angeles, CA.
- 2004 “High Stakes: Seminole Gaming, Tribal Sovereignty, and the Social Meanings of Casino Wealth.” Presented at the University of New Mexico, Department of Anthropology Midday Series.
- 2004 “Seminole Gaming and the Politics of Culture.” Presented at the Colloquium Series of the School of American Research, Santa Fe, NM.
- 2004 “High Stakes: Seminole Gaming, Tribal Sovereignty, and the Social Meanings of Casino Wealth.” Presented in the anthropology departments of Scripps College, Ball State University, University of Minnesota, and University of Chicago.
- 2004 “The High Stakes of Seminole Gaming.” Presented at the Santa Fe Chapter of the American Association of University Women.
- 2003 “The New Buffalo? Gaming in Seminole Country.” Presented at the Colloquium Series of the School of American Research, Santa Fe, NM.
- 2003 “Casino Roots: Twentieth-Century Seminole Economic Development.” Presented at the Symposium on the Economic Diversification of Gaming Revenues by American Indian Nations, Harvard Project on American Indian Economic Development, Kennedy School of Government, Harvard University.

**Invited Participation**

- 2018 Faculty, Anthropocene Campus Melbourne. Lead faculty of 5.5 hours of three-person co-led workshops on water for colleagues and PhD students.
- 2008 Executive Forum on Per Capita Distributions of Tribal Revenues, University of Arizona. Sponsored by the National Congress of American Indians Policy Research Center and the Native Nations Institute.

**Author Talks and Other Presentations to Non-academic Audiences**

- 2018 Panel participation in the UCLA Office for Equity, Diversity, and Inclusion's CrossCheck Live: "From Federal Law to UCLA's Codes of Conduct: How Sexual Harassment is Regulated".
- 2017, 2019 Presentation of research from Gender and Everyday Household Water Use, Symposia of the Grand Challenge on Sustainable Las Angeles, UCLA
- 2017 "AIRIE x PAMM: Getting the Water Right." Panel discussion focused on collaborative photographic and ethnographic exhibition with Adam Nadel. Also with the Superintendent of the Everglades National Park and others. Pérez Art Museum Miami. April 29.
- 2017 "Getting the Water Right: A Dialogue on Culture, Politics, and Water in the Everglades." Panel discussion focused on collaborative photographic exhibition with Adam Nadel. Featuring several ethnographic research participants/experts. Vizcaya Garage. Co-sponsored by the Vizcaya Museum & Gardens, the Florida Humanities Council, and the FIU Ecohumanities for Cities in Crisis Project. Funded in part through the Humanities in the Public Square Initiative of the National Endowment for the Humanities.
- 2015 Lecture on water and the Everglades to a Florida Humanities Council workshop in Clewiston, FL.
- 2012 "Journey Stories" keynote address at the opening of the Smithsonian Institution's exhibit at the Clewiston Museum, Clewiston, FL
- 2012 "Water: Why Culture Matters." Lecture presented to Florida teachers in the Florida Humanities Council workshop on *Earth Ethics: Florida Perspectives*. Corkscrew Swamp Audubon Sanctuary, Naples, FL
- 2012 Panelist on the public forum "Environmental Humanities Meets Public Policy." Held as part of the Florida Humanities Council workshop on *Earth Ethics: Florida Perspectives*, Florida Gulf Coast University, Fort Myers.
- 2012 Featured speaker, "Seminole Heritage Days," Clewiston Museum, Clewiston, FL
- 2012 "From Sawgrass to Sugarcane: Cultural Stories of the Everglades." Featured speaker, Gogebic Community College Federation annual luncheon, Bradenton, FL
- 2012 Launch of the "Big Read" 2012 program at the Clewiston Library, Clewiston, FL
- 2011 Talk for the NOMAD adult education symposium, in conjunction with the NOMAD TWO WORLDS exhibit, Pier 59 Studios West, Santa Monica, CA
- 2010 Gogebic County Community College, Ironwood, MI (my hometown institution)
- 2009 Seminole Tribal Fair, Seminole Tribe of Florida

**COURSES TAUGHT (UCLA)**

- Anthropology 3: Culture and Society (introduction to cultural anthropology, 210-400 students)
- Anthropology 19, Sem 5: #NoDAPL and the Cultural Politics of Water (1-credit freshman seminar, 12 students)
- Anthropology 157/Gender Studies 185: Sex and Money (undergraduate course, 85 students)
- Anthropology 203c: Core Seminar in Sociocultural Anthropology (graduate seminar)
- Anthropology 284P: Methods & Data Analysis (graduate seminar)
- Anthropology 249, Sem 2: Water (graduate seminar)
- Anthropology 297(8): The Cultural Politics of Nature (graduate seminar)
- Multiple directed graduate reading courses including on the anthropology of the U.S.; economic anthropology; materiality; citizenship; the cultural politics of water; race and indigeneity; and undergraduate reading courses on feminist theory and environmental anthropology

**COURSE TAUGHT (YALE)**

Settler Colonialism and Indigenous Peoples (junior seminar, 16 students)

### **COURSES TAUGHT (UNIVERSITY OF CHICAGO)**

Power, Identity, Resistance (undergraduate core course in the Social Sciences)

Conditions of Indigeneity (graduate and advanced undergraduate seminar)

Sovereignty, Citizenship, Nation (graduate seminar)

Money and Value (graduate seminar)

Native Peoples of North America (undergraduate/graduate, co-taught with Raymond Fogelson)

Economies of Sex and Gender (undergraduate/graduate lecture course)

Anthropological Methods (graduate seminar)

Locating the Anthropology of the U.S. (graduate seminar)

Directed graduate reading courses: the nation-state; gender & sexuality; tribal sovereignty; cultures of capitalism; and American Indian anthropology

### **RELATED EMPLOYMENT**

1999-2000 Project Assistant, Smithsonian National Museum of the American Indian, Film and Video Center, New York, New York.

1995 Archival Intern, Human Sexuality Collection, Div. of Rare Books and Manuscripts, Cornell Univ. Researched and catalogued pseudo-scientific monographs addressing sexuality. Co-authored public archival guide, authored research paper, compiled collection bibliography.

### **PROFESSIONAL AND UNIVERSITY SERVICE (SELECTED)**

2020 Onsite selection panel, President's Postdoctoral Fellowship Program, University of California Office of the President (Oakland, CA)

2018-pres Chair, Publications Subcommittee, American Indian Studies Center (lead journal open access initiative, renaming, and editor search)

2018-pres UCLA delegate to the University of California Academic Senate Assembly (systemwide)

2018-pres Advisory Committee, Tribal Learning Community & Educational Exchange, School of Law

2015-pres Core Faculty (one of four), UCLA Center for the Study of Women (organized research unit [ORU] administrative governance and planning participation, co-wrote 5-year-review self-study, participated in graduate student conference planning and selection, contributed to strategic planning, participated in staff hiring, contributed to development effort, worked collaboratively with other core faculty, professional staff, and student workers)

2015-pres Member, NAGPRA Committee, UCLA

2015-pres Member, Prize Committee, David M. Schneider Prize, American Anthropological Association

2009-pres Departmental service, Anthropology (member of several ad hoc tenure and promotion committees, search committees, admissions committee, diversity committee, standing review committee, awards committee, graduate curriculum committee—timeline available upon request)

2009- (var) Selection committees or reader for various UCLA programs: Mellon-Mays, McNair, American Indian Studies Center grants, Institute of American Cultures grants, Dissertation Year Fellowship, Graduate Research Mentorship Fellowship, Graduate Summer Research Mentorship, judge for Dean's Prize for Undergraduate Research Excellence in the Humanities, Arts, and Social Sciences, Chancellor's Award for Postdoctoral Research, etc. Systemwide: Center for New Racial Studies. Dates available upon request.

2010-pres Departmental service, Gender Studies (limited service included membership on two ad hoc tenure & promotion committees, an endowed chair search committee, admissions committee once)

2019 External reviewer, Department of Anthropology, University of California, Berkeley

2009-11, 2012-2019 Advisory Committee, American Indian Studies Center, UCLA

2017-2019 Advisory Committee, American Indian Studies Interdepartmental Program, UCLA

2017-2019 Executive Committee, Institute of American Cultures (ethnic & Indigenous studies centers)

2015-2019 Center for the Study of Women Advisory Committee (Chair 2015-16)

2013 & 2019 University Ad hoc committee charged by Committee on Academic Personnel

- 2017-18 Member, UCLA Campus Expansion Task Force (chancellor-charged)
- 2014-17 Graduate Council, UCLA Academic Senate (Chair, 2016-17; Vice Chair, 2015-16; Member or Ex Officio Member of Fellowships and Assistantships Committee, Committee on Degree Programs, Ad Hoc Committee on Graduate Student and Postdoctoral Fellow Wellbeing, Administrative Committee; Ex Officio member of various university committees; chair or co-chair of exit meetings for all graduate-degree-granting departmental reviews; progress review meetings and closures for departmental reviews)
- 2016-17 Executive Board, UCLA Academic Senate (*ex officio* member)
- 2015-17 Associate Director, Center for the Study of Women, UCLA
- 2016 Member, Search Committee for Associate Dean of the Graduate Division, UCLA
- 2016 Member, Eight-Year Program Review Committee, UCLA Departments of Mechanical & Aerospace Engineering and Chemistry & Biochemistry
- 2015-2018 Editorial board, *Political and Legal Anthropology Review (PoLAR)*
- 2015-18 Member, Prize Committee, Annette Kolodny Environmental Studies Prize, American Studies Association
- 2015-16 Secretary, Society for the Anthropology of North America
- 2015-16 Member, Advisory Committee for the Associate Dean for Equity, Diversity, and Inclusion in the Division of the Social Sciences
- 2015 Member, Eight-Year Program Review Committee, UCLA Department of Public Policy
- 2014-15 Chair, Search Committee for the Director of the American Indian Studies Center, UCLA
- 2014-15 Chair, Faculty Advisory Committee, American Indian Studies Center, UCLA
- 2010-14 Treasurer (and Board Member), Society for Cultural Anthropology, American Anthropological Association
- 2012-13 Open Access Task Force, Society for Cultural Anthropology, American Anthropological Association
- 1993-2013 Board Member, Telluride Association, a nonprofit foundation (\$40+ million endowment) that operates educational projects integrating academics with democratic living.  
 President, Telluride Association Board of Directors (2004-2006).  
 Chaired committee administering a high school summer program in the Afro-American Studies Department, Indiana University (1996-98).  
 Chaired committee launching a scholarship house at the University of Michigan (1998-2000).  
 Chaired numerous other committees, including Development and Budget.
- 2012 Selection Committee, Delmos Jones and Jagna Sharff Memorial Book Prize, Society for the Anthropology of North America, American Anthropological Association
- 2010-11, 2012-13, 2017-18 Coordinator, UCLA Anthropology working group on Culture, Power, and Social Change
- 2012-13 Member, Penny Kanner Endowed Chair search committee, UCLA Department of Gender Studies
- 2011-12 Consulting Scholar on the Clewiston Museum's Florida Humanities Council grant to develop local content for the Smithsonian Institution's Museum on Main Street project
- 2011 Organizing committee (and panel commentator), symposium on Race and Sovereignty, UCLA School of Law
- 2010-11 Committee on Educational Initiatives in the Social Sciences, UCLA
- 2010 Selection and program committee, Dean's postdoctoral fellowship for Social Science in Practice, UCLA
- 2007-08 Founding faculty sponsor, University of Chicago Workshop on American Locations
- 2006-08 University of Chicago liaison to the Committee on Institutional Cooperation (CIC) American Indian Studies Consortium
- 2006-08 Chicago Working Group member, Teagle Foundation and Human Rights Program initiative (faculty collaboration with Carleton College and Macalester College).
- 2005-07 Faculty co-sponsor, University of Chicago workshops on Comparative Colonialisms (2005-06) and Money, Markets, and Consumption (2005-2007).

- 2003-04 Association for Feminist Anthropology Board of Directors, American Anthropological Association (Student Board Member)  
 1996-2003 Anthropology Graduate Student Association, New York University. President, 1997-98.

Ongoing

Editorial Boards:

*Cultural Anthropology*  
*Feminist Anthropology*  
*Critical Gambling Studies*

Reviewer:

Article and book manuscripts:

*American Anthropologist* (2008, 2016, 2017), *American Ethnologist* (2006, 2011, 2012, 2014, 2015), *American Journal of Sociology* (2008), *Comparative Studies in Society and History* (2010, 2011), *Critique of Anthropology* (2013), *Cultural Anthropology* (2011, 2013, 2014, 2019), *Current Anthropology* (2011), *Decolonization: Indigeneity, Education & Society* (2018), *Feminist Online Review* (2019), *Humanities* (2016), *International Journal of Critical Indigenous Studies* (2009), *Journal of the Anthropology of North America* (2019), *Journal of the Royal Anthropological Institute (JRAI)* (2010), *Law and Social Inquiry* (2008), *Law & Policy Review* (2004, 2008), *Journal of Anthropological Research* (2007, 2009), *Museum Anthropology* (2006), *NAIS: Native American and Indigenous Studies* (2018), *Peasant Studies* (2016), *PoLAR* (2012, 2015, 2017), *Peasant Studies* (2016), *PoLAR* (2015, 2017), *Research in Economic Anthropology* (2018), *Rural Sociology* (2008), *North American Dialogue* (2013), *Transforming Anthropology* (2011), *Western Historical Quarterly* (2015), Cambridge University Press (2010 prospectus), Cornell University Press (2009 book), Duke University Press (2007, 2009, 2010, 2018, 2019 books), Princeton University Press (2013 prospectus + chapter), School of American Research Press (2007, 2009 books), Stanford University Press (2008, 2009 books), University of Arizona Press (2005 books), University of California Press (2015 prospectus + chapters, 2015 & 2018 book), University of North Carolina Press (2008 prospectus; 2009, 2011, 2012, 2016, 2017 books), Wiley-Blackwell (2011 prospectus), Yale University Press (2012, 2014, 2015 books)

Grant and fellowship review (selected):

Wenner-Gren Foundation (2008, 2009)  
 National Science Foundation panel, Law and Social Sciences (2011, 2014)  
 Howard Foundation Fellowships (2016-17)  
 University of California Presidential Postdoctoral Fellowship (2018, 2019, 2020)

Book Manuscript Workshop Participant (Invited)

Thomas Ozden-Schilling, Johns Hopkins University  
 Eleana Kim, University of California, Irvine  
 Erin Debenport, UCLA Department of Anthropology  
 Hannah Appel, UCLA Department of Anthropology  
 Shannon Speed, UCLA Departments of Gender Studies and Anthropology  
 Mishuana Goeman, UCLA Department of Gender Studies  
 Narges Erami, Yale University 2014

Tenure and Promotion (List of universities available upon request)

Member: American Anthropological Association (Sections: Association for Feminist Anthropology, American Ethnological Society, Association of Political and Legal Anthropology, Society for Cultural Anthropology, Anthropology and the Environment); American Studies Association; Native American and Indigenous Studies Association; American Association of University Women; Law and Society Association



**RESEARCH INTERESTS:** The politics of indigeneity and settler colonialism. The anthropology of citizenship, sovereignty, and nation. Environment, water. Ethnography of the United States and Native North America. The Florida Everglades. Money and value. Gender and family.

## CURRICULUM VITAE

**Jaye T. Darby, Ph.D.**  
**jdarby@ucla.edu**

### GRADUATE EDUCATION:

Ph.D., Education, University of California, Los Angeles, Curriculum Specialty, Theater Cognate

M.Ed., University of California, Los Angeles, Curriculum and the Study of Schooling

### *Professional Interests*

Transformation and activist scholarship in secondary and higher education: transformative humanities and arts education (Social Studies, English/Language Arts, and Theater), curriculum studies, and instructional leadership for diversity and inclusion; sociocultural theory and learning; social and cultural foundations, Ethnic and Gender studies; Indigenous performance and theater, with a focus on Native and First Nations works; Native education.

### PROFESSIONAL EXPERIENCE:

**Fall 2013-Present**      Lecturer, Teacher Education Program  
**Fall 2009-Spring 2013**    Faculty Advisor/Lecturer, Teacher Education Program  
**Fall 2008 - Spring 2009**    Lecturer, Graduate School of Education and Information Studies,  
**Fall 2006-Fall 2007**      University of California, Los Angeles

Taught graduate and undergraduate courses in the Center X Teacher Education Program with a focus on urban education, social justice, inclusion, and diversity: Psychological Foundations of Education; Educational Psychology; Language Structure, Acquisition, and Development; Methodologies for English Language Learners; Social Foundations and Cultural Diversity in American Education. Developed and taught Social Foundations and Cultural Diversity in American Education: Ethnic Studies Emphasis. Also taught Secondary Resident Seminars, including Instructional Decision Making, Knowledge and Inquiry in the Classroom, and Curricular Decision for Humanities and Social Studies teams. Redesigned and taught three undergraduate courses in the Education Studies Minor Program to include transformative curriculum and culturally diverse perspectives: Teaching Profession, Early Childhood Education, and Women in Higher Education.

**Late Spring/Early Summer 2008**    Visiting Research Fellow, Institute for the Study of the Americas,  
 School for Advanced Studies, University of London, England.  
 Research Topic:  
 Re/Casting the American West: Native Theater and Broadway Reconsidered

**Fall 2010 -**              Co-Director, Project HOOP, Center X, Teacher Education Program,  
**Fall 2006 - 2010**    American Indian Studies Center, University of California, Los Angeles

**Fall 2000 -**              Assistant Professor and Co-Director, Project HOOP, Teacher Education,  
**Spring 2006**    College of Education, San Diego State University, San Diego, California

Redesigned and taught graduate courses in the M.A. program in Curriculum and Instruction to focus on diversity within broader social, cultural, historical, and political contexts: Advanced Problems in Instruction, Sociocultural Foundations of American Education, and Change in Education. Developed and taught two arts and learning courses: Reading and the Arts, and Seminar in Teacher Education: Arts and Learning. Taught credential courses in the Single Subject Secondary Credential program: Humanistic and Social Aspects of Teaching and General Methods. Taught undergraduate course, Introduction to Multicultural Education.

**Fall 2004 - Spring 2006** Buyout and leave to work at the American Indian Studies Center, University of California, Los Angeles, on Native higher education issues, U.S. National Native Performing Arts Needs Assessment, and program development in Native theater for Project HOOP.

**Fall 1997 - Summer 2000** Assistant Researcher (University of California Professional Research Series), and Co-Founder and Co-Director, Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development), an initiative to advance Native theater and performing arts artistically, academically, and professionally, American Indian Studies Center, University of California, Los Angeles

Co-Founder and Co-Director of Project HOOP, a multidisciplinary program to serve Native communities through the performing arts, advance Native theater and performance in tribal colleges, universities, and K-12 schools, support community and economic development, and further professional theater, funded by the W. K. Kellogg Foundation as part of their "Capturing the Dream": Native American Higher Education Initiative. Engaged in research on culturally responsive programs in postsecondary education for Native American students.

**Summer 1997** Visiting Assistant Researcher, California Reading and Literature Project, Graduate School of Education and Information Studies, University of California, Los Angeles

Engaged in research and professional development for teaching secondary reading in the content areas and broadening the teaching of diverse literature and drama through the Internet.

**1996-1997** Center X Postdoctoral Scholar and Lecturer, Graduate School of Education and Information Studies, University of California, Los Angeles

Developed the seminar curriculum and provided field support for first-year secondary teachers in English, ELD/ESL, Language Arts, and Social Studies in culturally diverse urban schools. Participated in the M.Ed. Portfolio assessment of M.Ed. candidates in Center X's Resident Teacher Education Program. Developed and taught graduate course: Resident Seminar. Co-taught credential and graduate courses: Educational Psychology and Instructional Decision Making. Engaged in community-based research on culturally diverse theater education and Native American education. Co-developed Project HOOP.

**1992-Present** Consultant and Researcher (selected)

American Indian Studies Center, University of California, Los Angeles  
(Summer 2001, 2002, 2003, 2004, 2005, 2006, 2007, and 2008)  
Engaged in further program development for Project HOOP.

American Indian Studies Center, University of California, Los Angeles (Spring 1997)  
Co-developed the program and wrote the grant proposal for Project HOOP.

Cantwell-Sacred Heart of Mary High School, Montebello, California (Fall 1996)  
Co-developed professional development workshops on Multiple Intelligence and cognitive learning theories.

The Galef Institute, Los Angeles, California (1992-1995)  
Reviewed current theories and research on the roles the arts, especially drama, play in learning.

**1992-1996** Field Work Supervisor in the Teacher Education Program:  
Research Assistant for special projects, Teaching Assistant for selected courses  
Graduate School of Education and Info. Studies, University of California, Los Angeles



Supervised and mentored student teachers in English, Language Arts, Drama, ELD/ESL, Sheltered English (SDAIE), Social Studies, Art and Music, grades 6-12, in diverse Los Angeles area public schools. Co-developed the CLAD/BCLAD Experimental Document for UCLA's Urban Teacher Education and M.Ed. Program for the State of California Commission on Teacher Credentialing. Designed and conducted drama in education workshops.

**1994** Beverly Hills Unified School District: English, Drama, and GATE Teacher,  
**1984-89** El Rodeo School, 1984-85, 1994; English Teacher, Beverly Hills High School,  
**1982-83** 1985-89 (on leave 1987-89); Horace Mann School, 1982-83, Beverly Hills, California

Taught grades 6-10, including English, Drama, and Creative Writing. Developed culturally diverse, interdisciplinary approaches for teaching secondary English and Language Arts, including English Language Learners. Integrated drama in education approaches in secondary English and Language Arts. Represented Beverly Hills Unified School District as a teacher leader and cadre member of the California Literature Project.

**1991-92** Las Virgenes Unified School District: School Improvement Coordinator and Teacher, Lindero Canyon Middle School, Agoura Hills, California, designated U.S. Department of Education Distinguished School and a California Distinguished School

Served on the leadership team as the School Improvement Coordinator. Taught sixth grade GATE Language Arts/Social Science (LASS). Developed and piloted sixth grade inclusive drama for students of all ability levels—Special Education through GATE.

**1990-91** Education Programs Assistant: Director, The Folger Library Shakespeare Education and Festivals Project, a National Diffusion Network Developer Demonstrator Project, validated and funded by the U. S. Department of Education, The Folger Shakespeare Library, Washington, D.C.

Set policies and restructured The Folger Library's national English and drama in education festivals program, grades 4-12, to increase equity in arts and humanities education. Served as a liaison between The Folger Library and the U.S. Department of Education. Administered a national dissemination program, oversaw a federal grant budget, and assisted and supervised certified trainers. Expanded the program's base from the mid-Atlantic and Northeast regions to include rural and urban areas in California, Idaho, Oklahoma, Oregon, Mississippi, North Carolina, West Virginia, and Wyoming, and urban schools in Berkeley, California; Denver, Colorado; Baltimore, Maryland; and Hampton, Virginia. Planned and conducted drama in education professional development workshops in the Washington D.C. area and across the United States. Worked with State Facilitators across the country to evaluate and certify four national demonstration sites. Supervised the development of multi-method evaluation instruments, including targeted case studies, for three-year impact data and oversaw the collection of qualitative and quantitative data. Wrote a four-year grant proposal which received funding from the U.S. Department of Education.

**1987-90** Theater Student, Washington, D.C. (Leave project for Beverly Hills U.S.D., 1987-89)

Studied at the Shakespeare Theatre at the Folger, Horizons Theatre, George Washington University, and Georgetown University. Developed multidisciplinary approaches for diverse theater education.

**1983-84** Las Virgenes Unified School District, Calabasas, California  
**1977-82** English Department Chairperson, 1979-82; Tenth Grade Lead Teacher, 1977-79, Calabasas High School; English and GATE Teacher, Calabasas High School, 1977-82, 1983-84.

Wrote curricula, developed and piloted culturally diverse, multidisciplinary instructional materials and taught all levels of English, grades 9-12, including tenth grade honors and GATE, British Literature, World Literature,

American Literature, and Creative Writing. Designed and piloted drama in education approaches for secondary English. Served on numerous district curriculum committees, including K-12 English Subject Matter Committee. As department chairperson, supervised and mentored new teachers, served on leadership committees, developed policy recommendations, made school board presentations, and administered the English Department program.

## PUBLICATIONS:

### BOOKS

#### CO-AUTHORED

Darby, Jaye T., Courtney Elkin Mohler, and Christy Stanlake. *Critical Companion to Native American and First Nations Theatre and Performance: Indigenous Spaces*. London: Methuen Drama, 2020.

#### CO-EDITED

Geiogamah, Hanay, and Jaye T. Darby, Eds. *American Indian Performing Arts: Critical Directions*. Los Angeles: UCLA American Indian Studies Center, 2010.

Darby, Jaye T., and Stephanie Fitzgerald, Eds. *Keepers of the Morning Star: An Anthology of Native Women's Theater*. Los Angeles: UCLA American Indian Studies Center, 2003.  
Second printing, 2005. (Introduction by Jaye T. Darby)

Geiogamah, Hanay, and Jaye T. Darby, Eds. *American Indian Theater in Performance: A Reader*. Los Angeles: UCLA American Indian Studies Center, 2000. (Introduction by Jaye T. Darby)

Geiogamah, Hanay, and Jaye T. Darby, Eds. *Stories of Our Way: An Anthology of American Indian Plays*. Los Angeles: UCLA American Indian Studies Center, 1999.

### CHAPTERS AND JOURNAL ARTICLES

Darby, Jaye T. "'Civilization' and Its Transgressions on the Old Shawnee Trail: Lynn Riggs's *Out of Dust*." In *Enacting Nature: Ecocritical Perspectives on Indigenous Performance*, edited by Birgit Däwes and Marc Maufort. Dramaturgies: Textes, Cultures et Représentations/Texts, Cultures and Performances Series. Bruxelles: P.I.E.-Peter Lang, 2014.

Darby, Jaye T. "'People with Strong Hearts'": Staging Communitism in Hanay Geiogamah's Plays *Body Indian* and 49." *Native American Performance and Representation*, edited by S. E. Wilmer, 155-170. Tucson: University of Arizona Press, 2009.

Darby, Jaye T. "Into the Sacred Circle, Out of the Melting Pot: Re/Locations and Homecomings in Native Women's Theater." In *Unmaking Race, Remaking Soul: Transformative Aesthetics and the Practice of Freedom*, edited by Christa Davis Acampora and Angela L. Cotten, 247-263. Albany, NY: State University of New York (SUNY) Press, 2007.

Darby, Jaye T. "Broadway (Un)Bound: Lynn Riggs's *The Cherokee Night*." *Baylor Journal of Theatre and Performance* 4, no. 1, Nations Speaking: Indigenous Performances Across the Americas Special Issue (Spring 2007): 7-23.

- Darby, Jaye T. "Re-Imagining the Stage: Tradition and Transformation in Native Theater." In *The Color of Theater: Race, Ethnicity, and Contemporary Performance*, edited by Roberta Uno with Lucy Mae San Pablo Burns, 61-81. London: Continuum Press, 2002.
- Darby, Jaye T. "'Come to the Ceremonial Circle': Ceremony and Renewal in Hanay Geiogamah's 49." In *American Indian Theater in Performance: A Reader*, edited by Hanay Geiogamah and Jaye T. Darby, 195-223. Los Angeles: UCLA American Indian Studies Center, 2000.
- Catterall, James S., and Jaye T. Darby. "Cognition, Community, and Assessment: Toward *Integrated Inquiry* on Drama in Education." In *Drama and Theatre in Education: Contemporary Research*, edited by John Somers, 148-158. North York, ON: Captus University Publications, 1996.
- Darby, Jaye T., and James S. Catterall. "The Fourth R: The Arts and Learning." *Teachers College Record* 96, no. 2 (Winter 1994): 299-328.
- Darby, Jaye T., ed. "Coming to Terms with the Los Angeles Riots and Public Education in Los Angeles: A Time for Reflection and A Time for Action." In *South-Central Los Angeles: Anatomy of An Urban Crisis*, edited by Allen J. Scott and E. Richard Brown, 89-117. Working Paper No. 6. Los Angeles, CA: The Lewis Center for Regional Policy Studies, UCLA, June 1993.

## REVIEWS

- Darby, Jaye T. Review of *The People Have Never Stopped Dancing: Native American Modern Dance Histories*, by Jacqueline Shea Murphy. *American Indian Culture and Research Journal* 33, no. 1 (2009): 174-177.
- Darby, Jaye T. Review of *A Broken Flute: The Native Experience in Books for Children*, edited by Doris Seale and Beverly Slapin. *American Indian Culture and Research Journal* 30, no. 2 (2006): 145-148.
- Darby, Jaye T. Review of *The Cherokee Night and Other Plays*, by Lynn Riggs. *American Indian Culture and Research Journal* 28, no. 3 (2004): 130-133.
- Darby, Jaye T. Review of *American Gypsy: Six Native American Plays*, by Diane Glancy. *American Indian Culture and Research Journal* 28, no. 1 (2004): 83-85.
- Darby, Jaye T. Review of *Jump Kiss: An Indian Legend*, by Diane Glancy, as performed by Native Voices at the Autry, Los Angeles. *Theatre Journal* (May 2003): 327-329.
- Darby, Jaye T. Review of *American Indian Stereotypes in the World of Children: A Reader and Bibliography*, 2<sup>nd</sup> edition, by Arlene Hirschfelder, Paulette Fairbanks Molin, and Yvonne Wakim. Forward by Michael A. Dorris. *American Indian Culture and Research Journal* 25, no. 1 (2001): 149-151.
- Darby, Jaye T. Review of *Teaching the Native American*, 4<sup>th</sup> edition, by Hap Gilliland, *American Indian Culture and Research Journal* 24, no. 2 (2000): 199-202.
- Darby, Jaye T. "'Tales That Have No Beginning or End': Cultural Convergences and Postcolonial Possibilities in M. G. Vassanji's Novels." *Islam in America* 3, no. 3 (Fall 1996): 1-10.

## PROGRAM NOTES

Darby, Jaye T. Program Notes for *The Trial of One Short-Sighted Black Woman vs. Mammy Louise and Safreeta Mae*. Written by Marcia Leslie and directed by Beverly Robinson. UCLA School of Theater, Film, and Television, Freud Playhouse, March 10-18, 2000.

**PROFESSIONAL PAPERS, PRESENTATIONS, AND WORKSHOPS (selected):**

“Conversation with the Co-Authors” about *Critical Companion to Native American and First Nations Theatre and Performance: Indigenous Spaces*, Jaye T. Darby, Courtney Elkin Mohler, and Christy Stanlake, Department of Theater, University of California, Los Angeles, February 27, 2020.

“Transforming Pedagogy through Forging New Theatre Communities with Project HOOP,” Staging Native Presence: Transforming University Theatre Programs Panel, LatinX, Indigenous, and the Americas (LIA) Focus Group, Association for Theater in Higher Education (ATHE) Conference, Boston, MA, August 3, 2018. (Paper read by Christy Stanlake.)

“Transformation and Native Theater,” American Indian Studies 10, University of California, Los Angeles, December 4, 2013.

“Crossing the Color Line/s of the Great White Way: Lynn Riggs's Transformative View of Native American Theater,” Theorizing Native Theatrical Presence & Aesthetics: Spotlight on the Work of Lynn Riggs (Cherokee), 35th Conference for Comparative Drama, Loyola-Marymount University, Los Angeles, CA, March 26, 2011.

“Discussion of *American Indian Performing Arts: Critical Directions*,” Multidisciplinary Focus—Black Theatre Association, American Theatre and Drama Society, and Latina/o Focus Group—Session: “Spotlighting New Work by ATDS, BTA, and LFG Authors,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 6, 2010.

“How the West Was Lost: Native Theater and Hollywood Triumphantism,” Theatre and Social Change Focus Group Session: “(Re)Turning the Hollywood Gaze: Native Theater On Its Own as Sites of Survival, Places of Remembrance, and Spaces of Transformation,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 5, 2010.

“Honoring Our Origins and People: Project HOOP and the Transformative Synergy of Native Communities, Performance, and Scholarship,” American Theatre and Drama Society Session: “Survivance and Scholars: Decolonization and Persistence in Native Theatre and Academia,” Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 4, 2010.

“Performing Community and Enacting Transformation in Native American Theater,” Panel Cosponsored by the American Theatre and Drama Society (ATDS): “Theorizing Aesthetics, Ceremony and Community in Native American Theater Studies,” 34th Comparative Drama Conference, Loyola Marymount University, Los Angeles, CA, March 27, 2010.

“Re/Casting the Ideology of the Westward Movement: Lynn Riggs’s *Out of Dust*,” American Theatre and Drama Society Panel: “Re/Casting, Re-Membering, (Re)Building, Redeeming: Four Acts of Native Performance Culture that Challenge American Theatre History, Dramaturgy, Venues, and Images,”

Association for Theatre in Higher Education (ATHE) Annual Conference, New York, NY, August 11, 2009. (Paper read by Christy Stanlake.)

“Native Theatre and Re/Visions of the American West,” United States Seminar, Institute for the Study of the Americas, School of Advanced Studies, University of London, England, May 13, 2008.

“Broadway (Un)Bound: Lynn Riggs’s *The Cherokee Night*,” Session Organized by the Association for the Study of American Indian Literatures: “Genre and Form in American Indian Poetry and Drama,” American Literature Association Annual Conference on American Literature, San Francisco, CA, May 26, 2006.

“Workshop on the Process of Organizing a Native American Theater and Performing Arts Project in a Tribal Community” (with Courtney Elkin). Project HOOP National Gathering 2006: The Second Half, UCLA, August 25, 2006.

“Project HOOP (Honoring Our Origins and People),” 28<sup>th</sup> Annual California Conference on American Indian Education: “Educating Tomorrow’s Leaders,” San Diego, CA, April 14, 2005.

“Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Across Communities, Across Borders,” Theatre as a Liberal Art Panel: “Pedagogy and Outreach in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, Toronto, Canada, July 31, 2004 (Paper read by Dianne Reyner.)

“Laughing Back in Drew Hayden Taylor’s Native Comedy: (Re)Mediation of Identity Politics and New Spaces for First Nations and European Canadian Relations,” Canadian Literature in English Discussion Group Session: “Rethinking Native Canadian Literatures,” Modern Language Association (MLA) Annual Convention, San Diego, CA, December 28, 2003.

“Native Theater Across Communities, Across Disciplines: Project HOOP’s Multi-Model Design,” Multidisciplinary Session: “Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Multidisciplinary Directions in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, San Diego, CA, July 25, 2002.

“Native Theater as Sacred Play,” Religion and Theatre Session: “The Spirit World in the New Millennium: Spirituality in Native Theatre’s Theory and Practice,” Association for Theatre in Higher Education (ATHE) Annual Conference, Chicago, IL, August 3, 2001.

“(Re)Locations in Native Theater: Negotiating and Performing Native Landscapes within Urban Spaces,” Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) Panel, Modern Language Association (MLA) Annual Convention, Washington D.C., December 28, 2000. (Abstract and highlights presented by Bonnie TuSmith.)

“‘Respect for All That Is’: Project HOOP and Ceremonial Dramaturgy,” Dramaturgy Session “Honoring the Circle: Keeping the Stories: Issues in Native Theater Dramaturgy,” Association for Theatre in Higher Education Annual (ATHE) Conference, Washington, D.C., August 5, 2000. (Paper read by Edit Villarreal.)

“A Funny Thing Happened to Multicultural Education on the Way to the Schoolhouse,” California Association for Philosophy of Education (CAPE) Spring Meeting, Stanford University, Palo Alto, CA, May 6, 2000.



“Out of the Box and Into the Circle: Project HOOP as Transformative Theater,” Theatre and Social Change Session: “Opening the Stage: Native Theater as Transformational Curriculum and Pedagogy” Session, Association for Theatre in Higher Education Annual Conference, Toronto, Canada, July 30, 1999.

“Opening Worlds: Attending to the Complexity of Cultural Diversity by Drawing on Cultural Psychology and Multiple Intelligence Theory,” Keynote Address, Museum Educators of Southern California (MESC) Summer Institute, Huntington Library, Art Collections, and Botanical Gardens, San Marino, CA, July 23, 1998.

“Bridging Theory and Practice: Generating Collaborative Expertise Workshop,” Museum Educators of Southern California (MESC) Summer Institute, Huntington Library, Art Collections, and Botanical Gardens, San Marino, CA, July 23, 1998.

“Chitra Banerjee Divakaruni: Vision of Liberation, [Re]visions of Independence,” Twenty-Second Annual Chancellor’s Conference on Composition and Literature, University of California, Los Angeles (UCLA), December 6, 1997.

“Approaching Social and Political Dramaturgical Issues in *The Cherokee Night* by Lynn Riggs,” Theater 103F, Native American Theater, UCLA Department of Theater, February 12, 1996.

“Production Issues in *The Cherokee Night* by Lynn Riggs,” Theater 103F, Native American Theater, UCLA Department of Theater, February 14, 1996.

“Every Classroom is a Stage: Integrated Approaches for Literature, Social Studies, and Theatre Arts, Grades 3-12,” Teacher Education Program Seminar, UCLA Graduate School of Education, February 24, 1994, March 3, 1994, and November 23, 1994.

“Making Connections Through Theatre—Learning Theory and Practice from a Student-Centered Perspective—A Focus on Sheltered English,” Washington Preparatory High School Staff Development, UCLA Graduate School of Education, January 27, 1994.

“The Folger Library Shakespeare Education and Festivals Project Training: San Diego City Schools,” The Old Globe Theatre, San Diego, CA, February 5, 1993.

“Put the Arts Back into Language Arts,” California Elementary Education Association, Fall 1992 Language Arts and Literature Conference, Anaheim, CA, October 19, 1992.

National Diffusion Network Workshops for the Folger Library Shakespeare Education and Festivals Project: York County School of the Arts, Williamsburg, VA; The College of Idaho, Caldwell, ID; Denver Public Schools, Denver, CO; Bishop McGuinness High School, Oklahoma City, OK; Malcolm X Elementary School, Berkeley, CA; and Beverly Hills High School, Beverly Hills, CA, 1991-1992.

“Take a Bow: Shakespeare in Performance for All Students,” The American Alliance for Theatre and Education in Cooperation with the Association for Theatre and Disability Annual Conference, Crystal City, VA, August 2, 1991.

“Shakespeare for All Students,” The American Alliance for Theatre and Education Pre-Conference Event: “Bringing Shakespeare to Life,” The Folger Shakespeare Library, Washington, D.C., July 31, 1991.

“Shakespeare in Performance, Elizabethan Theatre, and Costumes—A Hands-on Approach,” Folger Shakespeare Library and District of Columbia and Fairfax County Public Schools (VA), tours and workshops for elementary and secondary students, October 1990 - June 1991.

### **MAJOR GRANTS (selected):**

Co-Writer, Co-Developer, and Co-Director, Project HOOP, Ford Foundation. Award of \$150,000 for two years (2007-2009, no-cost extension through 2010) to the American Indian Studies Center, University of California, Los Angeles.

Co-Writer, Co-Developer, and Co-Director, Project HOOP, Ford Foundation. Award of \$249,800 for two years (2004-2005, no-cost extension through 2007) to the American Indian Studies Center, UCLA.

Lead Writer, Co-Developer, and Co-Director, Project HOOP, Fund for the Improvement of Postsecondary Education (FIPSE) at the U.S. Department of Education. Award of \$500,778 for three years (2000-2003, no-cost extension through 2005) to the American Indian Studies Center, UCLA.

Lead Writer, Co-Developer, and Founding Co-Director, Project HOOP, “Capturing the Dream”: Native American Higher Education Initiative, the W. K. Kellogg Foundation. Award of \$500,195 for three years (1997-2000, no-cost extension through 2002) to the American Indian Studies Center, UCLA.

### **ACADEMIC AND PROFESSIONAL SERVICE:**

#### **University of California, Los Angeles**

Affiliated Faculty, American Indian Studies Center, Fall 2008 - Present.

Member, Faculty Executive Committee (FEC), Graduate School of Education & Information Studies, Fall 2015-Spring 2017.

Member, CTC Accreditation Subcommittee, Teacher Education Program, Fall 2016-Spring 2017.

Member, Ethnic Studies Committee, Teacher Education Program, Spring 2015-Spring 2016.

Member, Admissions Committee, Teacher Education Program, Spring 2011-Winter 2017.

Member, Leadership Committee, Teacher Education Program, 2012-2015.

Member, Elementary Faculty Advisor Search Committee, Teacher Education Program, Spring 2015.

Member, Social Studies Faculty Advisor Search Committee, Teacher Education Program, Spring 2015.

Chair, Culturally Connected Caring Committee (formerly Cultural Competence) Committee, 2012-2014.

Member, English Faculty Advisor Search Committee, Teacher Education Program, Spring 2013.

Master's Thesis Committee, American Indian Studies, 2013-2014.

Mentor, American Indian Studies Program, 2010-2013.

Member, Community Committee, Teacher Education Program, 2011-2012.

Member, Advisory Committee, Self-Supporting Master's Degree Program (MA) in Education, Globalization, and Social Justice, proposed by Professor Carlos Alberto Torres, Graduate School of Education & Information Studies, 2012-2013.

Participant, Uncommon Conversations, "How Students Talk about Culture, Language, and Literacy," a grant supporting collaboration between Graduate School of Education & Information Studies and Social Science faculty. Spring 2012.

Moderator and Coordinator, "Arts and Activism Panel," Educating for Social Justice: Collaborative Critical Praxis Conference, Teacher Education Program, Center X, May 2, 2012.

Moderator and Coordinator, "Progressive Pedagogy Panel: Transformative Arts and Humanities," Educating for Social Justice: Collaborative Critical Praxis Conference, Teacher Education Program, Center X, May 19, 2011.

American Indian Studies Center Institute of American Cultures (IAC) Coordinator, Spring 2005-Spring 2006.

Mentor, American Indian Studies Program, Fall 2004-Spring 2005.

### **San Diego State University**

Chairperson, College of Education Policy Council, Fall 2001-Spring 2004.

Interim Coordinator, Graduate Program Council, School of Teacher Education, Spring 2003.

Member, Graduate Program Council, School of Teacher Education, Fall 2002-Spring 2004.

Member, Philip Halfaker Memorial Outstanding Student Teacher Award Selection Committee, Spring 2002.

Member, School of Teacher Education, Governance Task Force, Winter 2000-Spring 2002.

Member, Philip Halfaker Memorial Outstanding Student Teacher Award Selection Committee, Spring 2001.

### **Service for the Community**



Associate Editor, Native American Performance and Critical Studies Series, UCLA American Indian Studies Center Publications, 1999-2011.

Book Reviewer, *American Indian Culture and Research Journal*, 1999-2009.

Session Coordinator, Theatre and Social Change Focus Group Session: “(Re)Turning the Hollywood Gaze: Native Theater On Its Own as Sites of Survival, Places of Remembrance, and Spaces of Transformation Session, Association for Theatre in Higher Education (ATHE) Annual Conference, Los Angeles, CA, August 5, 2010.

Co-Host, Project HOOP National Gathering 2006: The First Half, “Playwrights, Dancers, and Tribal Communities,” University of California, Los Angeles, March 23-25, 2006.

Co-Host, 3<sup>rd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Strengthening Our Communities through Theater and Performing Arts,” University of California, Los Angeles, December 2-5, 2004.

Co-Host, 2<sup>nd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Performing Arts and the Tribes in the New Millennium,” University of California, Los Angeles, June 4-7, 2003.

Moderator, “Native Performing Arts & Youth: Projections for a Living Future,” with students in the Project HOOP Native Theater Summer Session at Haskell Indian Nations University, 2<sup>nd</sup> Annual Project HOOP Native American Theater and Performing Arts Conference: “Performing Arts and the Tribes in the New Millennium,” University of California, Los Angeles, June 5, 2003.

Session Coordinator, Multidisciplinary Session: “Project HOOP (Honoring Our Origins and People through Native Theater, Education, and Community Development): Multidisciplinary Directions in Native Theater,” Association for Theatre in Higher Education (ATHE) Annual Conference, San Diego, CA, July 25, 2002.

Chair, “Native Theatre in the 1990s: New Venues, New Challenges,” American Theatre and Drama Society Panel, Association for Theatre in Higher Education (ATHE) Annual Conference, Chicago, IL, August 4, 2001.

Session Coordinator, Dramaturgy Panel: “Honoring the Circle: Keeping the Stories: Issues in Native Theater Dramaturgy,” Association for Theatre in Higher Education (ATHE) Annual Conference, Washington, D.C., August 5, 2000.

Presenter, “RAIN! Retention of American Indians Now! — A Student-Initiated Model,” with Tiffani Devine, Second University of California Conference on Achieving Graduate Student Diversity, UCLA, November 12, 1999.

Mentor, RAIN! (Retain American Indians Now!), UCLA American Indian Student Association Retention Program, 1997-1999.

Project Associate, UCLA Imagination Project, Graduate School of Education and Information Studies, 1996-1997.

**PROFESSIONAL AFFILIATIONS:**

American Educational Research Association

Association for the Study of American Indian Literatures

Association for Theatre in Higher Education

Modern Language Association

**HONORS:**

*Who's Who in America, 70<sup>th</sup> Edition*

Phi Beta Kappa

## Mishuana R. Goeman

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### EDUCATION

M.A., 2000, Ph.D., 2003 Stanford University, Modern Thought and Literature, Stanford, CA  
Dissertation: “Unconquered Nations, Unconquered Women: Native Women Writers (Re)Mapping Race, Nation, and Gender.” Committee: Professor Yvonne Yarbro-Bejarano (Chair), Professor Mary L. Pratt, Professor Richard White, and Professor Elaine Jahner.

B.A, Dartmouth College, English Literature and Native American Studies, 1994, Hanover, NH

University College of London, Study Abroad, English Department, Fall and Winter, 1992-1993

T.R.I.B.E.S. Program, Colorado State University, Fort Collins, CO, Summer 1990

### EMPLOYMENT

University of California Los Angeles, 2009-present Los Angeles, CA  
Associate Professor, Step III, Gender Studies  
Affiliated Faculty, Critical Race Studies, UCLA School of Law, 2018- present  
Special Advisor to the Chancellor on Native American and Indigenous Affairs, 2018- present  
Chair of American Indian Studies, 2017-2020  
Associate Director, American Indian Studies Research Center, 2010-11, 2016- present  
Vice Chair of Gender Studies, 2013-2017  
Interim Director, American Indian Studies Research Center, July 2015-December 2015  
Dartmouth College, 2004-2009 Hanover, NH  
Assistant Professor, English Literature and Native American Studies. Associated courses in Women and Gender Studies and Film and Television.  
Stanford University, 1996-2003 Stanford, CA  
Lecturer in Native American Studies and Comparative Studies in Race and Ethnicity; Instructor for the Program in Writing and Critical Thinking; Research Assistant; English Department Teaching Assistant; and Intern and Writing Instructor for the American Indian Immersion Program.

### GRANTS/FELLOWSHIPS/AWARDS

Institute of American Cultures Research Award for “*Carrying Our Ancestors Home: Digital education Project on NAGPRA and repatriation*,” UCLA, \$4179.

Mellon and Clement’s Center Collaboration, *Indian Cities*, September and April, 2018-2019

Institute of American Cultures Social Justice Award, *Carrying Our Ancestors Home*, Fall 2018, \$1500

UCHRI Collaborative Research Residency Grant, Co-Pi, *Words of Wild Survival*, Participant, Summer 2018

Research Excellence Award, Dean of Social Science and Center for the Study of Women, 2017-2018, \$3000

Social Justice Institute, Institute of American Cultures, 2018, \$1500

Interdisciplinary Funding Competition Award for COAH, Co-PI, \$5000

Institute of American Cultures and Center for the Study of Women Research Excellence Award, 2017, \$5000

Center for Digital Humanities Award for MILA, 2015, \$2,000

UC Humanities Research Institute Engaging Humanities for MILA, \$20,036

UC New Racial Studies Research Grant for MILA, 2014-2015, \$12,500

Distinguished Alumni Award, Stanford University 2013

Institute of American Cultures Dream Fund Grant for Mapping Indigenous L.A., Co-PI, 2013, \$49,862

Book Honored at American Association of Geography Perspectives on Women 2013

Center for the Study of Women Grant 2012, \$2000

Recipient of the Hellman Grant 2012

AISRC Mini-Grant Award: Sovereignities and Settler Colonialisms Working Group 2011

UCLA Faculty Career Development Award, 2010-2011

UCLA Council on Research, Research Enabling Grant, Summer 2010

Honorable Mention, Woodrow Wilson Fellowship, Princeton, NJ 2007

Dartmouth Junior Faculty Fellowship, Dartmouth College, Hanover, NH 2007-08

Dartmouth Active Learning Institute, Dartmouth College, Hanover, NH, August 2006

Newberry Library Short-Term Research Fellow, Susan Kelly Power and Helen Hornbeck Tanner Fellowship, Chicago, IL, 2005-2006

Rockefeller Classroom Enhancement Grant, 2005, 2006, 2007

Feldman Award for most outstanding publication contributing to social change. Groves Conference on Marriage and Family: Native Americans Dealing with Change: Identity, Economics, Environment, Washington, DC, 2005

University of California Presidential Post-doctoral Fellow, Berkeley, 2003-2005

Research Institute of Comparative Studies in Race and Ethnicity Graduate Dissertation Fellowship, Stanford University, CA, 2001-2002

Institute for Research on Women and Gender Graduate Dissertation Fellowship, 2001-2002

Stanford Dean's Graduate Community Service Award, 2000

John Milton Oskison Graduate Student Writing Award, 1999, 2000

Hedgebrook Writing Residency, 2000

Outstanding Mentoring Award from Stanford American Indian Organization, 2000, 2002, 2003

Stanford American Indian Alumni Community Service Award, 1999

## PUBLICATIONS

### Monographs

*Mark My Words: Native Women Mapping Our Nations*, University of Minnesota Press, 2013.

Reviews: *American Indian Cultures and Research Journal*, *American Indian Quarterly*, *American Quarterly*, *Association for the Studies of American Indian Literatures*, *Canadian Literatures*, *Cartographica*, *Educational Studies Journal: A Journal of the American Educational Studies Association*, *Great Plains Quarterly*, *Journal of Historical Geography*, *MELUS*, *Native American and Indigenous Studies Journal*, *The Middle Ground Journal*, *Signs*, *Social and Cultural Geography*, *Wicazo Sa*.

### Digital Publications

*Mapping Indigenous Los Angeles*, Co-PI, permanently hosted in social science UCLA, [www.mila.ss.ucla.edu](http://www.mila.ss.ucla.edu), October 12, 2015.

*Carrying Our Ancestors Home: Digital Education Project on NAGPRA and Repatriation*, Co-PI, hosted in American Indian Studies Center, [coah-repat.com](http://coah-repat.com), May 1, 2019.

### Editorships

Guest Editor, special issue on "Indigenous Performance: Upsetting the Terrains of Settler Colonialism." *American Indian Cultures and Research Journal*, 34.5, Fall 2011.

Guest Co-Editor (with Jennifer Denetdale), special issue on "Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities," *Wicazo Sa* 24.2, 2009.

### Peer Reviewed Articles and Publications

"Combahee River Collective Statement: A 40<sup>th</sup> Anniversary Retrospective," Invited Contributor, eds. Judy Tzu-Chun Wu and Kristen Koblenz, *Frontiers*, 38.1, Fall 2017.

"Indigenous Transnational Feminisms," Co-authored with Hokulani Aikau, Maile Arvin, Mishuana Goeman, Scott Morgensen, *Frontiers: A Journal of Women's Studies*, 36.3, Fall 2015, 84-126.

"Flirtations at the Intersections: Unsettling Liberal Multiculturalism in Helen Lee's *Prey*," *Critical Ethnic Studies*, 1.1, Spring 2015, 117-144.

"Tools of a Cartographic Poet: Joy Harjo's Poetry and the (Re)mapping of Settler Colonial Geographies," *Settler Colonial Studies*, 2.2, Summer 2012, 69-88.

"Introduction to Indigenous Performance: Upsetting the Terrains of Settler Colonialism," Special Guest Editor for *American Indian Cultures and Research Journal*, 34.5, 2011, 3-18.

"Notes Towards a Native Feminism's Spatial Practice." *Wicazo Sa* 24.2, 2009, 169-187.

(With Jennifer Denetdale), "Introduction: Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities," *Wicazo Sa* 24.2 (2009): 9-13.

"From Place to Territories and Back Again: Centering Storied Land in the discussion of Indigenous Nation-building." *International Journal of Critical Indigenous Studies* 1.1, 2008, 23-34.

"(Re)Mapping Indigenous Presence on the Land in Native Women's Literature." *American Quarterly* 60.1 2008, 295-302.

## Book Chapters

- “On-going Storms and Struggles: Sexual Violence and Resource Exploitation in *Solar Storms*,” *Critically Sovereign: Indigenous Gender, Sexuality and Feminist Studies*, ed. Joanne Barker, Duke University Press, 99-126, 2016.
- “Native Foundations and Interventions in Feminist Theory and History,” *Sources and Methods in Indigenous Studies*, eds. Jeanie O’Brien and Chris Anderson, Routledge Press, 2016, 185-194.
- “Indigeneity, Gender, and Sexuality” *Macmillan Interdisciplinary Handbooks: Gender: Sources, Perspectives, and Methodologies*, eds. Nicole Fleetwood and Iris van der Tuin, Macmillan Press, 2016, 151-165.
- “Land as Life: Unsettling the Logics of Containment” *Keywords in Native American Studies*, eds. Lani Teves, Michelle Raheja, Andrea Smith, University of Arizona Press, 2015, 71-89. (Updated Reprint)
- “Disrupting a Settler Grammar of Place in Hulleah Tsinnahjinnie’s ‘Photographic Memoirs of an Aboriginal Savant’,” in *Theorizing Native Studies*, eds. Audra Simpson and Andrea Smith, Duke University Press, Spring 2014.
- Calhoun, Anne, Goeman, Mishuana, Tsethlikai, Monica. “Chapter 25: Achieving Gender Equity for Native Americans,” in *Handbook for Achieving Gender Equity Through Education*, eds. Sue S. Klein and Patricia Ortman, Lawrence Erlbaum Associates, April 2007: 525-552.

## In Progress

- Settler Aesthetics and Spectacle of Originary Moments: Terrance Malick’s the New World*, Indigenous Film Series, Eds. Randolph Lewis and David Shorter, University of Nebraska Press, Under Advanced Contract, (Monograph).
- “Community Resilience, “Contested” Spaces, and Indigenous Geographies,” Dean Olson, Allison Fischer Olson, Brenda Nichols, Wendy Teeter, Mishuana Goeman and Maylei Blackwell, *Esri Resilient Maps*, In press, Spring 2019, (Book Chapter, Forthcoming Spring 2019).
- “‘You Tell me your Stories, and I will tell you mine...’: Witnessing and Combatting Native Women’s Extirpation in American Indian Literature,” *Biopolitics – Geopolitics – Sovereignty – Life: Settler Colonialisms and Indigenous Presences*, eds. Rene Dietrich and Kerstin Knopf, Duke University Press, Forthcoming, (Book Chapter).
- “Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” *Indian Cities: Histories of Urbanity*, Eds. Blansett, Cahill, Needham, Oklahoma University Press, in progress, (Book Chapter).
- Keywords for Gender and Sexuality Studies*, Eds. Aizura, Bahng, Chavez, Goeman, Jackson, Musser, Thompkins, Under Review, (Anthology Editor).
- Disrupting Visual Terrains and Settler Grammars*, in progress, (Monograph).

## Book Reviews, Magazines, Professional On-line, Interviews

- “Mapping Indigenous Los Angeles: Excavating the Sacred Spaces of City,” *The Funambulist: Politics of Space and Bodies*, 20, November-December, 2019.
- “Book Review: Say We Are Nations: Documents of Politics and Protest in Indigenous America since 1887. By Daniel M. Cobb,” *American Indian Cultures and Research Journal*, 41.1, 2017, 117-118.
- “Mapping Indigenous LA: Uncovering Native Geographies through Digital Storytelling,” A Blog of the American Historical Association, Ed. Kritika Agarwal, August 9, 2016.
- “UCLA Project Maps LA’s Indigenous Communities,” Katherine Davis Young, KPCC and SCPR, Radio Interview, April 19, 2016.
- “Book Review: *Creative Alliances: The Transnational Designs of Indigenous Women’s Poetry* (Norman: University of Oklahoma Press, 2014),” *Transmotion Journal*, 1.1, Spring 2015, 104-106.
- Interview, Mark My Words, New Books in Native American Studies, Andrew Epstein, September 2, 2013.
- “Book Review: *Rainy River Lives: Stories Told By Maggie Wilson*,” *Journal of Anthropological Research*, 66.4, Winter 2010, 561-562.
- “Nativision: Technology and the Future of Indigenous Education,” in *Winds of Change*, 19.1 (2004): 20-24.



“Taking Care of the Smallest Drums: Native American Women and Cardiovascular Disease,” in *Winds of Change*, 19.3 (2004): 20-23.  
 Film Consultant for American Storytellers, *Yellow Woman* by Leslie Marmon Silko, 1999, San Francisco, CA.

### Invited Presentations

- “Writing New Worlds,” Closing Plenary Panel, National Women’s Studies Association, San Francisco, CA, November 14-16, 2019.
- “Beyond Settler Apologies: Land Grant Universities and Indigenous Futures,” Keynote, *Engaged Humanities: and Partnerships between Academia and Tribal Communities*, University of Oregon, November 8-9, 2019.
- “Embodied Sovereignty, Sovereign Mobility,” Keynote, 13th Max and Iris Stern International Symposium, Indigenous Women, Embodiment and Sovereignty, The Musée d'art contemporain de Montréal, Montreal, Canada, October 5, 2019.
- “Interdisciplinary Research, Transformative Praxis & Generative Change,” Plenary Speaker, *An Exploration of Interdisciplinary Research: Scholarship, Transformative Praxis and Generative Change*, Stanford Race, Inequality, Language, and Education School, October 19, 2019.
- “Beyond Settler Landscapes and Grammars,” Invited Speaker, *Settler Colonialism in the United States*, Center for Arts and Society Carnegie Mellon, September 7, 2019.
- “Beyond Settler Landscapes and Grammars,” Keynote, Mapping Out Geographies: Bridging Disciplines Across Physical and Ideological Landscapes, University of California Riverside, April 26, 2019.
- “Buffalo: Indian Cities,” *Indian Cities: Histories of Indigenous Urbanism*, Invited Speaker, New York University, April 11-12, 2019.
- “Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” Invited Speaker, Hydro-Symposium, Mellon Sawyer Seminar Energy Justice in Global Perspectives, February 15, 2019.
- “Turning the Spectacle: Imagining Indigenous Futures, Killing Colonial Pasts,” Invited Speaker, University of Winnipeg, Manitoba, February 13, 2019.
- “Indigenous Mapping and the Digital Humanities,” Invited Speaker, Whittier College, Nov 1, 2018.
- “#Me Too: Epistemic Violence: Razing the Monumentalism that Marks Us for Death” Invited Speaker, City University of New York, October 5, 2018.
- “Razing the Monumentalism that Marks Us for Death: Cinematic Geographies on MMIW documentary films,” Invited Speaker, University of New Mexico, September 19, 2018.
- “Words of Wild Survival: Wombs, Wastelands, and Water,” Symposium Presenter, University of California Irvine, September 14, 2018.
- “Native Feminists Anti-Colonial Toolbox, The Digital Terrain, and Working with Tribal Communities,” Contemporary *Feminisms: Indigenous Feminisms*, University of North Carolina, April 5, 2018
- “Beyond the Grammar of Settler Apologies,” Keynote, *Here We Are: Spatial Embodiment and Place Annual Conference*, Creighton University, Omaha, NE, March 23, 2018.
- “Anticolonial Tools, The Digital Terrain and Working with Tribal Communities,” Surfacing the Unseen, Information Studies, UCLA, November 2, 2017.
- “Building Capacity for Learning on the Move Workshop,” Commentator/Presenter, Vanderbilt University, Nashville, Tennessee, June 13-15, 2017.
- “Special Consideration of Indigenous Data Sources in Mapping,” “Policy Forum: The Governance of Indigenous Data, UCLA, May 17-18, 2017.
- “‘You Tell me your Stories, and I will tell you mine...’: Witnessing and Combatting Native Women's Extirpation in American Indian Literature,” *Citizenship on the Edge: Sex/Gender/Race*, University of Pennsylvania, Philadelphia, PA, May 5, 2017.

- “New Directions in Mapping Urban Indigenous Communities: Public Participation and Public Knowledges,” Plenary speaker, *Mappings for Social Justice: Approaches with new Media and the Digital Humanities*, Yale University, March 2-3, 2017.
- Indigenous Choreographers at Riverside Program, Respondent to Rosalie Jones, *Dancing the Four Directions* and Rosy Simas, *Skin(s)*, UC Riverside, California, November 2, 2016.
- “Unsettling Terrains: Theory, Embodiment, and Praxis,” Modern Critical Theory Colloquium Speaker, University of Urbana-Champaign, IL, October 17, 2016.
- “Performing Dispossession: Rosy Simas and Hydroelectric Power,” Keynote at Performing Cartography Conference, Dance and Theater Department, York University, Ontario CA, April 17-18, 2016.
- “Gendered Geographies and Dispossession,” Political Science Colloquium Speaker, University of Hawaii, Manoa, April 1, 2016.
- ““Electric Lights, Tourist Sights: Gendering Dispossession and Settler Colonial Infrastructure at the Niagara Falls,” Keynote, The Society for Radical Geography, Spatial Theory, and Everyday Life, Mills College and UC Berkeley, March 4, 2016.
- “Recognition Issues: Critical Legal, Historical and Economic Perspectives on Federal Recognition and Indigenous Governance,” Panel Participant, University of Hawaii, Manoa, November 12, 2015.
- “Electric Lights, Tourist Sights: Gendering Biopolitics and Niagara Falls,” Keynote, Biopolitics-Geopolitics-Sovereignty-Life: Settler Colonialisms and Indigenous Presence in North America,” Mainz, Germany, June 25-27, 2015.
- “Indigenous Women and Feminist Approaches,” Invited Speaker, Presidential Panel NAISA, Washington DC, June 5, 2015.
- “UCCNRS: MILA a Work in Progress with Unlimited Potential,” UC San Diego, May 11, 2015.
- “Electric Lights, Tourist Sights: Biopolitics and Niagara Falls,” Foundational Violences Conference, Race and Gender Studies Center, UC Berkeley, April 11, 2015.
- “Mapping Indigenous LA: Digital Storytelling, Turning the Narrative Rightside Up,” The World Upside Down Conference, UC Merced, April 10-11, 2015.
- “Inter/disciplinarity: Modern Thought and Literature,” Stanford University, April 9, 2015.
- “Collaborating on the Mapping Indigenous LA Digital Project,” Invited Speaker, Territorial Roots, Diasporic Routes: Native American and Indigenous Dialogues in the Americas, University of Texas, Austin, April 3, 2015.
- “Debt and Dispossession,” Undisciplined Feminisms, San Francisco State University, California, October 2, 2014.
- “Indigenous Feminisms Roundtable,” Plenary, Transnational Feminism Summer Institute, University of Ohio, July 6-11, 2014.
- “The Exiles and Exiled NDNZ,” Fowler Programs, UCLA, Discussant, May 22, 2014.
- “Routed Stories, Native Geographies and Allied Work: Land, Body, Water,” Keynote Address, *Locating (Sac)red Geographies: Landscape Memories and Sacred Time*, Indigenous Scholars Symposium, University of Washington, May 2, 2014.
- “Mark My Words: Relocation and Termination in Los Angeles,” California State, Long Beach, April 16, 2014.
- “Routed Stories, Native Geographies: Land, Body, Water,” Keynote Address, *Dreaming To Knowledge: Acorn Eaters in Transnational Waters*, UC Davis, April 18, 2014.
- “On-going Storms and Struggles: Trauma and Resource Exploitation in Solar Storms” Invited Panelist, Society for Novel Studies, University of Utah, April 5, 2014.
- “Trafficking in Culture: Mishuana Goeman and Amy Lonetree,” UNM Indigenous Book Fair, New Mexico, February 19-20, 2014.
- “Bringing Native American and Indigenous Studies to Claremont Colleges,” Panelist, Claremont Colleges, CA, February 6, 2014.
- “Mark My Words: Native Women Mapping and Neoliberalism,” University of Southern California, American Studies and Ethnicity, ASE Commons, January 29, 2014.



- Author meets Critic Discussant for Heid Erdrich, "Written in Blood: Poetics and Nationhood," UCLA, January 28, 2014.
- "Mark My Words: Dinetah, Mobility and Gendered Geographies" University of New Mexico, November 16, 2013.
- "Undisciplining Feminisms Working Group," UC Santa Cruz, October 10-12, 2014.
- "Mark My Words Author meets Critic: Mishuana Goeman and Jessica Cattelino," UCLA Gender and American Studies, Spring 2013.
- "'She can map herself like a country she discovers': Gendered Geographies and Narrative Markings in Native Women's Literature," Invited Participant for Re-Membering Native America: Bodies Archives, and Communities, Rutgers University, NJ, February 15, 2013.
- "Queer Indigenities Unsettling Settler Colonialisms," moderator, Queer of Color Genealogies Conference, UCLA, October 18, 2012.
- "The Seventeenth Science in Japan Forum: Routes of Indigenous Research," Invited Convener and Organizer, Japanese Society for the Promotion of Science, Washington, DC, July 12, 2012.
- "Native Ontologies and Epistemologies as Praxis," Introduction and Respondent, Japanese Society for the Promotion of Science, Washington, DC, July 12, 2012.
- "Keywords in Critical Ethnic Studies," University of California Riverside, Critical Ethnic Studies Research Center, May 23, 2012.
- "Respondent to Lorenzo Veracini, Editor of Settler Colonialism Studies," The Postcolonial Literature and Theory Colloquium, UCLA, April 27, 2012.
- "Indigenous Choreography Residency: Respondent to Jack Gray and Rulan Tangen and Tanya Lukin Linklater's Dance Performance and Installation," Culver Center for the Arts, Riverside, CA, April 19, 2012.
- "The Spectacle of 'Originary': Moments in *The New World* (2005) and *Twilight of the God/Te Keremutunga o nga Atua* (1996)," University of Southern California, American Studies Department and Ethnicity, April 11, 2012.
- "The Spectacle of 'Originary' Moments in *The New World* (2005) and *Twilight of the God/Te Keremutunga o nga Atua* (1996)," Scripps College Humanities Institute, April 3-4, 2012.
- "GRRR(L) Futures: Subcultures of Rebellious Women," Respondent and Moderator, Thinking Gender Conference, UCLA, February 3, 2012.
- "We Still Live Here *As Nutayunean*," Respondent and Moderator, Autry National Center, Community Cinema and American Indian Cultural Days, December 4, 2011.
- Mark My Words*, First Peoples, First Nations Manuscript Workshop, Sacramento, CA, May 2011.
- "Itinerant Affiliations: Closing Roundtable Discussant," Invited by Mellon Program "Cultures in Transnational Perspective, Annual Conference, UCLA, April 15-16, 2011.
- "Disrupting a Settler Grammar of Place in the 'Photographic Memoirs of an Aboriginal Savant'," Invited participant in Theorizing Native Studies Workshop, Columbia University, New York, Fall 2010.
- "Dismantling the Texts and Scales of Settler-Possession: The Visual Memoir of Hulleah Tsinnahjinnie," Fear of a Feminist Planet: Global and Indigenous Feminisms Speakers Series, Pomona College, CA, Fall 2010.
- "Common Biases and Gender Issues in the Entertainment Industry," Discussant, Women and Entertainment Symposium, University of California Los Angeles Law School, 2010.
- "Indigenous Peoples' Rights in the International Human Rights Framework – A Comfortable Fit?" Discussant, University of California Los Angeles Law School, CA, 2010.
- "Bearing Witness: The Ethos of Sexual Violence against Native Women," Sexual Violence and Native Women Week, Northern Arizona University, AZ, Fall 2009.
- "From Place to Territories and Back Again: Centering Storied Land in the Discussion of Native Nation-building," Keywords in Native American Studies Symposium, University of Michigan, MI, Winter 2008.
- "Notes Toward a Native Feminisms Spatial Practice," Native Feminisms Conference, University of Illinois, Urbana-Champaign, IL, Spring 2006.

- Chicano and Native Dialogues, Invited Speaker at University of Michigan, MI, Spring 2006.
- “Native Feminisms and Native Spaces,” Feminist Studies Inquiry Group, Dartmouth College, Hanover, NH, Spring 2006.
- “The Gendered Dynamics of Colonial Spatial Restructuring and Spatial Decolonization,” Invited Speaker for the Indigenous Cartographies and Representational Politics Conference, Cornell University, Ithaca, NY, Winter 2006.
- “Spatializing the Histories and Futures of Indigenist Women’s Activism,” Plenary Speaker, Indigenist Women and Feminism: Culture, Activism, Politics Conference, Edmonton, Canada, Fall 2005.
- “Mapping New Terrains in Native Literary Criticism,” American Indian Studies Colloquium, Cornell University, NY, Spring 2005.
- “A Map to the Next World: The Poetics of Joy Harjo,” Poetics Workshop Stanford University Humanities Center, Mellon Foundation, Fall 2002.
- “Race, Sexuality, and California History in Greg Sarris’s *Watermelon Nights*,” Race and Sexuality Humanities Center Workshop, Stanford University, Spring 2000.

### Conference Presentations

- “Embodied Sovereignities, Sovereign Mobility,” Native American and Indigenous Studies Conference, Hamilton, New Zealand, June 20, 2019.
- “Women of Color, Borderlands, and Indigenous Feminisms: Reflections on the Combahee River Collective,” Panelist, National Women’s Studies Association, November 18, 2018.
- “Making (More) Space for Indigenous Feminisms,” Chair/Commentator, Native American and Indigenous Studies Conference, Vancouver, BC, June 24, 2017.
- “Colonial Unknowing and Biopolitics,” Chair and Commentator, American Studies Association, Denver, Colorado, November 19, 2016.
- “Parenting while Academic: Strategies Challenges, Proposals,” Invited Roundtable Participant, American Studies Association, Denver, November 18, 2016
- “Native Feminist Theories of Settler Colonialism, Survivance and Change,” Panelist, National Women’s Studies Association, Montreal, Canada, November 12, 2016.
- “Mapping Indigenous LA: Digital Storytelling at UCLA,” Presenter, California Indian Conference, UC San Diego, October 20, 2016.
- “Reflections from the Consortium,” Summer Institute for Global Indigenous Studies, University of Washington, June 26, 2016.
- “Sovereign Mobilities: Razing the Geographies and Monumentalizing Marking Us for Death,” Native American and Indigenous Studies Conference, Honolulu, HI, May 21, 2016.
- “Imperial Memory, U.S. Colonialism and the Politics of Racialization,” Chair and Commentator, World Political Science Association, San Diego, CA, March 25, 2016.
- “Indigenous Publics: Academic Freedom and Decolonial Scholarship,” forum for the Indigenous Literatures of the United States and Canada, Modern Language Association, Austin, TX, January 7, 2016.
- “Cinematic Geographies in films on the Murdered and Missing Indigenous Women: Razing the Monumentalizing that Marks Us for Death,” panel on *Murdered and Missing Women*, American Studies Association, Toronto, Canada, 2015.
- “Intimate Dangers: Colonialism and Sovereignty,” Chair, Commentator, NAISA, Washington, DC, June 4-7.
- “ASA Minority Scholars Committee: Race Indigeneity, and Structures of Work: Teaching Indigenous Studies in Settler Colonial Contexts,” Organizer, Chair, Commentator, American Studies Association, Los Angeles, CA November 8, 2014.
- “Respondent to ‘Our Lady of Ecstasy: The Pleasures and Pains of Katherine Tekakwitha’s Bodily Mortification,’ Early American Caucus, American Studies Association, Los Angeles, CA November 7, 2014.
- “Heteronormative Constructions of Electric Lights and Tourist Sights in Niagara Falls,” panelist and co-organizer of *Masculinity, Domestication, and the Visual Apparatus of the Settler State*, NAISA, University of Texas, TX, May 29-31, 2014.

- “Mobilizing Against Settler Colonialism: Idle No More and Allied Dissent,” American Studies Association, Washington DC, November 24, 2013.
- “Mapping Decolonization: Spatial Justice and the Importance of Native Places,” Organizer of Roundtable, Critical Ethnic Studies, Chicago, IL, September 19-21, 2013.
- “Cinematic Geographies and Unsettling Violent Terrains in Native Filmmaking,” panelist and Chair of Indigeneity and the Spaces of Colonial Violence, Native American and Indigenous Studies Conference, Saskatoon, CA, 2013.
- “Affective (re)mapping in Heid Erdrich’s Poetic Disinterment of National Monumentalism,” panel organizer and participant, American Studies Association, Puerto Rico, 2012
- “The Spectacle of Originary Moments in *The New World (2005)* and *Twilight of the God/Te Keremutunga o nga Atua (1996)*,” panel organizer, “Open in the event of colonialism: Native Feminist Analysis and Settler Colonialism, Native American and Indigenous Studies Conference, Mohegan Reservation, CT, June 4, 2012.
- “Affective (re)mapping in Heid Erdrich’s Poetic Disinterment of National Monumentalism,” Versus Verses, Native American and Indigenous Studies Conference, Sacramento, CA, May 22, 2011.
- “The Visual Terrain of Settler Colonial Spatial Violence,” Critical Ethnic Studies and the Future of Genocide, UC Riverside, Riverside, CA, March 2011.
- “Repatriating Desire Within the Colonial Cartographies of Knowledge Production,” Chair and Discussant, Critical Ethnic Studies and the Future of Genocide, UC Riverside, Riverside, CA March 2011.
- “Witnessing and Accountability: Sexual Violence against Native Women,” National Women’s Studies Association Conference, Denver, CO, Fall 2010.
- “Performing Immigrant and Native Bodies and Decolonizing Cinematic Geographies in Helen Lee’s *Prey*,” American Studies Association, San Antonio, TX, Fall 2010.
- “The Cinematic Geography’s of *A Woman’s Mind* in the works of Shelley Niro,” Organizer of roundtable Niro with the Iros Salon, Native American and Indigenous Studies Conference, Minneapolis, MN, Spring 2009.
- “Creating ‘Fields of Care’ and Dismantling the Spaces of Settler Colonialism,” American Studies Association, Albuquerque, NM, Fall 2008.
- “Creating ‘Fields of Care’ and Dismantling the Spaces of Settler-Colonialism,” Indigenous Studies Today: Theorists We Live By Panel, Native American and Indigenous Studies Conference, Athens, GA, Spring 2008.
- “‘It was a Good Day for Us’: The 1920’s, Race and Wealth in *A Pipe for February* and *The Great Gatsby*,” American Literature Association, Boston, MA, Fall 2007.
- “Creating Canons, Colonizing Space: Mediating National Terrains in Haudenosaunee Literature,” Panel Organizer, Haudenosaunee Geographies, Literatures, and Enunciations, Native American and Indigenous Studies Conference, May 2007.
- “Decolonizing Gendered and Colonial Space In Linda Hogan’s *Solar Storms*,” American Studies Association, Oakland, CA, Fall 2006.
- “Native Feminisms Without Apology,” New England American Studies Association, Portland, ME, Summer 2006.
- “(Re)Mapping the Terrains of Literary Criticism,” Panel Organizer of Layering Literary Geographies, American Studies Association Annual Conference, Washington D.C., Fall 2005.
- “Mapping Urban Ethnic Citizenship in *Prey*,” Reading Race in Violent Spaces, Annual MELUS Conference, Chicago, IL, Spring 2005.
- “Mapping Sovereign Spaces in Indian Country,” UC Presidential Spring Meeting, Lake Arrowhead, CA, Spring 2004.
- “(Re)Mapping Space in Native Cultural Production,” Moving Beyond Sovereignty, Race, and Citizenship: Theorizing Indigenous Autonomy in the 21<sup>st</sup> Century, Society for Cultural Anthropology, Portland, OR, Spring 2004.
- “‘As it was’: E. Pauline Johnson’s Mapping of Canadian Citizenship,” Native American Literature Symposium, Mystic Lake, MN, Spring 2004.

- “Sovereignty, Space, and the *Reservation X* exhibit,” New Voices in Indigenous Research Conference, U.C. Berkeley, CA, Spring 2004.
- “Spatial Metaphors and American Indian Literary Criticism,” Modern Language Association, San Diego, CA, Winter 2004.
- “From The Ground On Up: Joy Harjo and the Politics of Globalization,” Midwestern Modern Language Association, Minneapolis, MI, Fall 2002.
- “From The Ground On Up: Joy Harjo and the Politics of Globalization,” (Dis)Junctions Conference, U.C. Riverside, CA, Spring 2002.
- “Savage Contradictions: U.S Mapping of Difference in Indian-Curios and Indian Criminals,” Annual Stanford University Native American Research Forum, Stanford, CA, Winter 1999.
- “Native American Women and Progress: A Threat to Imperialist Rationality?,” Annual Stanford University Native American Research Forum, Stanford, CA, Spring 1998.

### **Community Workshops, Presentations and Advising**

- Lake Arrowhead Faculty Lecturer, UCLA, July 30-August 6, 2019.
- Campaign for College Opportunity, “State of Higher Education in California: American Indian and Alaskan Native,” Advisory Expert, April 30, 2019- present
- “ArtChangeUS Cultural Equity Summit,” April 17, 2019, Advisory Committee for ReMap LA, Advisory Board, 2018-present.
- LA LEAP Mapping committee, 2018-present
- “Research in American Indians Studies,” Summer Transfer Program, UCLA, July 2017, 2018
- “Mapping Indigenous Los Angeles,” Invited Panelist, Indigeneity at Google, Mt. View, CA, March 30, 2018.
- Tongva Cultural Education Workshop for 3<sup>rd</sup> Grade Teachers, Co-Coordinator, Kuruvungna Springs, July 2017.
- “Invited Guest: UCHRI Indigenous Dance and the Academy,” University of California, San Diego. June 2, 2017.
- “Using Mapping Indigenous LA Digital Storytelling Project in Urban Planning” Invited with Wendy Teeter and Desiree Martinez, UCLA Urban Humanities Initiative Summer Institute, September 6, 2016.
- “Mapping Indigenous LA: A Digital Storytelling Project for K-12 Education,” Invited with Wendy Teeter and Desiree Martinez, UCLA History-Geography Project, AAA Club, Downtown Los Angeles, CA, July 11, 2016 and July, 2017.
- “American Indian Studies Center: Mapping Indigenous LA (MILA): A Collaborative Community Project,” Invited, Institute of American Cultures Spring Social, UCLA, May 11, 2016.
- Reflections on Water and Indigeneity, California Tribal Elders and Activist, Organizer, UCLA, May 10, 2014.
- “The Exiles and Exiled NDNZ,” Los Angeles Public Library Programs, Los Angeles, Discussant, November 15, 2014.

### **TEACHING, MENTORING and ADVISING**

#### **Ph.D. Committee:**

- Laura Terrance, A.B.D., Chair, Gender Studies, UCLA, in progress
- Savannah Kilner, A.B.D., Co-Chair, Gender Studies, UCLA, in progress
- Brenda Nichols, A.B.D., committee member, Chicano Studies, UCLA, in progress
- Sarah Montoya, Chair, Gender Studies, UCLA, in progress
- Stephanie Lumsden, Chair, Gender Studies, UCLA, in progress
- Meghan Baker, committee member, Anthropology, UCLA, in progress
- Clementine Bourdeaux, committee member, World Arts and Culture, UCLA, in progress
- Jessica Fremland, Chair, Gender Studies, UCLA, in progress
- Angela Robinson, Chair, Gender Studies, UCLA, PhD June 2019
- Gina Starblanket, External member, Political Science, University of Victoria, PhD 2018
- Wendi Yamishita, committee member, Gender Studies, UCLA, PhD 2018
- Cutch Baldy, committee member, Native American Studies, UC Davis, PhD 2015



Sarah Pripas-Kripit, external committee member, History, UCLA, PhD 2015  
 Naveen Minai, committee member, Gender Studies, UCLA, PhD 2014  
 Jessie Vallejo, committee member, Ethnomusicology, UCLA, PhD 2014  
 Kimberley Robertson, Co-Chair, Gender Studies, UCLA, PhD 2012

#### M.A Thesis

LeeAna Espinoza Salas, Chair, American Indian Studies, UCLA, in progress  
 Carolyn Rodriguez, Co-Chair, American Indian Studies, UCLA, in progress  
 Carlisle Victoria Domingues, Chair, American Indian Studies, UCLA, in progress  
 Alex Sampson, committee member, American Indian Studies, UCLA, in progress  
 Lydia Faitalia, Co-Chair, American Indian Studies, UCLA, in progress  
 Shannon Rivers, committee member, American Indian Studies, UCLA, in progress  
 Sedna Villavicencio, Chair, American Indian Studies, UCLA, 2019  
 Kylie Gemmell, Chair, American Indian Studies, UCLA, 2019.  
 Marcus EagleBear, committee member, American Indian Studies, UCLA, 2018  
 Kelly Stewart, Chair, American Indian Studies, UCLA, 2018  
 Meghan Sills, Chair, Gender Studies, UCLA, 2017.  
 Paulina Alvarez, committee member, American Indian Studies, UCLA, 2017  
 Kimia Fatehi, committee member, American Indian Studies, UCLA, 2017  
 Meghan Baker, committee member, American Indian Studies, UCLA, 2017  
 Damien Montano, Chair, American Indian Studies, UCLA, 2017  
 Brenda Nichols, committee member, Chicano Studies, UCLA, 2016  
 Temryss Lane, committee member, American Indian Studies, UCLA, 2016  
 Tom McClintock, committee member, Conservation Studies, 2016  
 Jackie Hundza, Chair, American Indian Studies, UCLA, 2015  
 Selena Crowley, committee member, American Indian Studies, UCLA, 2014  
 Alexandra Mojado, committee member, American Indian Studies, UCLA, 2014  
 Khadejah Avvrin Gray, Chair, American Indian Studies, UCLA, 2014  
 Ryan Rhadigan, Chair, American Indian Studies, UCLA, 2013  
 Laura Beebe, committee member, Ethnic Studies, UCSD, 2012  
 Meredith Duarte, committee member, American Indian Studies, UCLA, 2011  
 Katie Kelia, committee member, American Indian Studies, UCLA, 2011  
 Patrick Naranjo, committee member, American Indian Studies, UCLA, 2011  
 Caroline Schwartz, Chair, American Indian Studies, UCLA, 2011

#### Post-doctoral Fellowship Advising

Meredith Alberta, University of California Presidential Post-doctoral Fellow, 2020  
 Melanie Yazzie, University of California Presidential Post-doctoral Fellow, 2016  
 Iokepa Casambul-Salazar, University of California Presidential Post-doctoral Fellow, 2015-2017  
 Christina Delisle, Ford Foundation Post-doctoral Fellow, 2015-2016

#### UCLA

AIS 187: Special Research Topics- Capstone Research  
 AIS 200B: Tribal Worldviews: Theories of Settler Colonialism and Sovereignty  
 AIS 200B: Literature and Critical Indigenous Studies  
 GE 20A: Inter-Racial Dynamics Cluster  
 GS 201: Interdisciplinary Methods  
 GS 103: Knowledge  
 GS 19: Media Literacy and Standing Rock  
 WS 19: Indigeneity, Sex, and Gender on Screen: Indigenous Film and Critique

WS 130: Women of Color Feminisms

WS 108: Women and Violence: Indigenous Women and State Violence

WS 187: Research Methodologies: Imagining Place: Sites of Knowledge Production

WS 201: Early/Modern Feminist Knowledge

#### Other Teaching and Advising:

Introduction to Native American Literature, Dartmouth College

Gender Issues in Native Life, Dartmouth College

Native American Film and Television, Dartmouth College

Native Land, Literatures, and Identity, Upper Seminar and First Year Research Course, Dartmouth

Writing: The Rhetoric of American Childhood, Dartmouth College

Writing: Imaging and Writing America, Dartmouth College

Honors Theses and Independent Studies in Native American Studies, Comparative Literature, English, and Women's Studies, Dartmouth College

Graduate Advisor in Master in Liberal Arts Program, Dartmouth College

Advisor for First-year Research projects, Presidential Scholars Program

Native American First-Year Advisor 2006, Dartmouth College

English Major Advisor, 2004-2007, Dartmouth College

## SERVICE

### Professional Affiliation and Service

American Studies Association (ASA)

American Studies Association Program Committee, 2019-2020

Committee on Minority Scholars, 2013-2017, Chair for 2015-2016

Nominations Committee, 2016-2019

Minority and Indigenous Scholars Travel Award, Reviewer

Minority Scholars Mentor Award, Reviewer

New England American Studies Association (NEASA), Council, 2004-2009

Native American and Indigenous Studies Association (NAISA), 2007-Present

Host Site Chair of Executive Committee, 2018

National Women's Studies Association (NWSA), 2009-present

Panel Reviewer for Annual Conference, 2010

UC Presidents Postdoctoral Selection Reviewer, 2013- present

Advisory Board for *Deathscapes: Mapping Race and Violence in Settler States*, A Discovery Project Australian Research Center, 2016- 2017.

SIGI: Summer Institute on Global Indigenous Studies Steering Committee, 2015-present

Critical Ethnic Studies Association (CESA)

Associate Editor, Critical Ethnic Studies Journal, 2012-2015

Modern Language Association (MLA)

The Society for the Study of Multi-Ethnic Literature of the United States (MELUS)

Midwestern Modern Language Association (M/MLA), 2002

Japanese Society of Promotion of Science, Invited Organizer on Indigenous Issues Forum, 2013.

### Reviewer

Tenure and Full Reviewer for 14 Institutions (average 2-3/year), Reviewer for Canadian Research Chairs

External Departmental Reviewer for University of Minnesota, Duluth

Social Sciences and Humanities Research Council of Canada External Grant Reviewer, on-going as needed

UC Center for New Racial Studies External Reviewer

Reviewer for *AlterNative: An International Journal of Indigenous People*

Reviewer for *American Indian Cultures and Research Journal*

Reviewer for *American Literatures*  
 Reviewer for *American Quarterly*  
 Reviewer for *Canadian Literatures: A quarterly of Criticism and Review*  
 Reviewer for *Cartographica*  
 Reviewer for *Decolonization: Indigeneity, Education, and Society*  
 Reviewer for *Equality, Diversity and Inclusion: An International Journal*  
 Reviewer for *Feminist Studies*  
 Reviewer for *Gay Lesbian Quarterly*  
 Reviewer for *Native American and Indigenous Studies Journal*  
 Reviewer for *Journal of American History*  
 Reviewer for *Journal of American Indian Education*  
 Reviewer for *Journal of American Studies*  
 Reviewer for *Journal of Anthropological Research*  
 Reviewer for *Recherches Amérindiennes au Quebec*  
 Reviewer for *Social and Cultural Geography*  
 Reviewer for *Studies in Ethnicity and Nationalisms*  
 Reviewer for *MELUS: Multi-Ethnic Literatures of the United States*  
 Reviewer for *Territory, Politics, Governance*  
 Reviewer for *Transmotion*  
 Reviewer for *Wicazo Sa*  
 Manuscript Reviewer for American Authors Series from Marshall Cavendish Benchmark Press  
 Manuscript Reviewer for Arizona University Press  
 Manuscript Reviewer for Ashgate Press  
 Manuscript Reviewer for Duke University Press  
 Manuscript Reviewer for Minnesota Press  
 Manuscript Reviewer for Oregon State University Press  
 Manuscript Reviewer for Routledge Press  
 Manuscript Reviewer for University of California Press  
 Manuscript Reviewer for University of Toronto Press  
 Manuscript Reviewer for Verso Press

### **University Service and Interdepartmental Service**

Center for the Study of Women Advisory Council, 2018-present  
 American Indian Research Center Faculty Advisory Council, Chair 2015- 2016, Advisory Board 2009-present,  
 Moreno Report Implementation Committee, 2013-present  
 Native Americans Grave Protection Rights Act (NAGPRA) Committee 2010- present  
 American Indian Studies interdepartmental Program Faculty Advisory Council 2010-present  
 Tribal Learning Community Exchange and Education Advisory Board 2009-2012, 2017-present  
 Admissions Committee American Indian Studies 2010-present  
 American Talent Initiative Faculty Committee, 2019-present  
 Sage Hill Committee, 2018-present  
 Center for the Study of Women Affiliate, 2010-present  
 IAC Social Justice Committee, 2017-2018  
 American Indian Research Center Interim Director, 2015  
 Diversity Initiative Implementation Committee, 2015  
 Search Committee for Executive Vice Chancellor of Research, 2016  
 Search Committee for AIS lecturer, 2016, 2018  
 Search Committee for Institute of American Cultures Director, 2016  
 Lecturer Committee for American Indian Literature English, 2016  
 Search Committee for Director of American Indian Studies Research Center, 2014-2015  
 Search Committee for Compliance and Diversity Officers, 2014

Institute for American Cultures Research Awards, 2012, 2014  
 Committee on Diversity and Inclusion, Vice Provost of Diversity Office 2010-2012  
 Center for Study of Women, Graduate Awards Committee, 2012  
 Associate Director of American Indian Research Center, 2011-2012, 2016-2019  
 Search Committee English/History American Indian Studies, 2011-2012  
 Postcolonial Theory and Literature Faculty Participant, 2010-present

### Departmental Service

American Indian Studies IDP Chair, 2017-2020  
 Admissions Committee Gender Studies, 2010-present  
 Gender Studies Curriculum Committee, 2018-2019  
 Gender Studies Personal Committee, Chair, 2017-2018  
 Vice Chair of Gender Studies, Graduate Chair, 2013-2017  
 Search Committee Chair for Penny Kanner Endowed Chair in Gender Studies, 2015  
 Search Committee for Gender Studies lecturer, 2016  
 Chair of Gender Studies Graduate Curriculum Reform, 2012 to 2014  
 Gender Studies Breadth Exam Committee 2010, 2012, 2013, 2014, 2015  
 Women's Studies Undergraduate Curriculum Revision Committee, 2011-12  
 Department of Women's Studies Awards Committee 2010-11, 2016

### Talks and Events Organized, UCLA

*The Intersections of AIS and STEM Series: The science of Indigenous Knowledge*, Organizer, 4 talks over Winter and Spring Quarters, 2020.  
*Lighting a Path Forward: UC Land Grants, Public Memory, and Tovaangar*, Organizer, 2-day symposium for AISC and Centennial, UCLA, Oct 5-6, 2019.  
 Indigenous Material and Visual Culture Working Group, Invited Speaker, May 9, 2019.  
 "Carrying Our Ancestors Home," Organizer and Speaker, Fowler Museum, May 1, 2019.  
 Cutcha Risling Baldy, "A Conversation on We Are Dancing," and "Storytelling" as part of the *Transformation Series* with (Re)Pair, UCLA and La Paloma Mercado, October 22, 2018  
 Dr. Jaskiran Dhillon, "Reflections on Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention," New School, April 25, 2018.  
 "Lunch & Learn - NBC Talent Development & Inclusion," UCLA, April 16, 2018.  
 "Oral History/ Ethnography in Tribal communities," UCLA, January 9, 2018.  
 "Tongva Research and Reclamation," UCLA, October 26, 2017.  
 Dr. Rene Dietrich, "Fantasizing and Reframing the (Un)Human: Lived Settler Logics and Literary Sites of Disruptive Relationality," University of Johannesburg, Germany, April 6, 2016.  
 Dr. Juliann Anesi, University of California Presidential Post-doctoral Fellow at Berkeley, "Trying Times: Disability, Activism and Education in Samoa," AISC, REPAIR and NetCE, March 16, 2016.  
 Sandy Grande, Connecticut College, "Biopolitics, Aging and the Struggle for Indigenous Elsewhere," AISC, REPAIR and NetCE, February 18, 2016.  
 "Standing Rock Teach-In: Nick Estes, Melanie Yazzie, Angela Riley, Jessica Cattelino," Moderator/organizer, UCLA, November 15, 2016.  
 Dr. Jennifer Denetdale, Associate Professor of American Studies at the University of New Mexico, "No Explanation, No Resolution, and No Answer:" Bordertown and Navajo Resistance to Settler Colonialism," November 9, 2015.  
 Reflections on Water and Indigeneity Symposium: Sharing on Intercultural Encounters, California Tribal Elders, Artists, and Activist, Planned with the Fowler and Wendy Teeter, UCLA, May 10, 2014.  
 Scott L. Morgensen, Assistant Professor in the Department of Gender Studies and the Graduate Program in Cultural Studies at Queen's University "Queer Settler Colonialism, Anti-Racism, and Two-Spirit Critique," and Elton Naswood, Director of the Red Circle AIDs project, April 23, 2012.  
 Joanne Shenandoah, Native Artist, Performer, and Activist, April 12, 2012.



Michelle Raheja, Associate Professor of English at UC Riverside, "Unexpected Indians in Expected Places: The Queer Case of Nabor Felix," November 9, 2011.

Noelani Arista, Assistant Professor at University of Hawaii, "'I Ka Olelo No Ke Ola (In Speech there is Life)': Libel, Law, and Justice before the Hawaiian Chieftly Council, 1825-1827," Native History Symposium, May 25, 2011.

Jennifer Denetdale, Associate Professor of American Studies, UNM, "Navajo Tribal History," March 9, 2011.

Race and Sovereignty, 5<sup>th</sup> Annual Critical Race Studies Symposium, Organizing Committee, UCLA Law School, March 31-April 2, 2011.

### **Reading Groups**

Organizer, Indigenous Sovereignities, monthly meeting December 2011-June 2012.

Organizer, SoCal Native Feminist Reading Group, 2009-2011.

### **Previous Institutional Service**

Native American Council 2004-2008, Dartmouth College

Executive Committee for Friends of the Library, 2005-2008, Dartmouth College

Council on Libraries, 2006-2008, Dartmouth College

Faculty Advisor for Untamed: Feminist Publication, 2006, 2007, Dartmouth College

Committee on English Departmental Curriculum, 2006, Dartmouth College

Lecture and Guest Speaker Liaison in Native American Studies, 2005-2007, Dartmouth College

Search Committee for English Department African-American Literature, Fall-Winter 2005-2006

Stanley Awards Selection Committee, Spring 2006, Dartmouth College

Curriculum Development in Native American Studies, 2005, Dartmouth College

Lecture Committee in English, 2004, Dartmouth College

Curriculum Development Committee in English, 2004, Dartmouth College

First-year Advisor 2004, 2005, 2006, Dartmouth College

Partners in Academic Excellence for American Indian, Native Alaskan, and Native Hawaiian Students, Stanford University, 2000-2002

**CURRICULUM VITAE/Brief Version**

Paul V. Kroskrity

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Haines Hall 341  
University of California, Los Angeles  
Los Angeles, California 90095-1553

Phone: (310) 825-2055—Department  
825-6237 – Office  
392-9412 – Home  
463-1114 - Cell

**Education**

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B. A. Columbia College, Columbia University, 1971

Majors: Oriental Studies and Comparative Literature.

M. A. Indiana University, 1976, Anthropology.

Ph.D. Indiana University, 1977, Major Field: Anthropology, Minor Field: Linguistics.

Dissertation: “Aspects of Arizona Tewa Language Structure and Language Use.” Dissertation Advisor: C.F. Voegelin.

**Previous Experience**

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*Teaching* Professor, University of California Los Angeles, July 2000-present.  
Associate Professor, University of California, Los Angeles, July 1985--June 2000.  
Assistant Professor, University of California, Los Angeles, July 1978--June 1985.

**Administration**

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Chair, Interdepartmental Program in American Indian Studies, 1986-2006. 2010-2016 Vice Chair 2018-Present.  
Program Development of Graduate and Undergraduate Programs; Creation of Partnerships with Professional Schools (Law, Public Health); Faculty Recruitment; Maintaining Degree Programs; Locating Funding for student support.

**Research**

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- Linguistic Anthropological, Cultural, and Ethnohistorical Research in Village of Tewa, First Mesa Hopi Reservation (Northeastern Arizona). Summers 1973-1984, 1986-7, 1989, 1991-3, 2007, 2011-19. Approximately 38 months of composite research.
- Areal-linguistic research on Arizona Tewa and Navajo conducted in Tewa Village and Klagetoh, Arizona. Summer 1977.
- Linguistic Anthropological research on Western Mono in the central California communities of North Fork, Auberry, and Sycamore. Lexicographical Research designed to produce both practical language materials and descriptive linguistic studies. 1981-1986, 1992-present. Documentation and Analysis of Western Mono Traditional Narratives, and their role in language renewal efforts, 1991-2001.

**Publications: Books, CD-ROMs**

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- 1984 With Rosalie Bethel (Western Mono), Christopher Loether, and Gregory A. Reinhardt. 1984. ***A Practical Dictionary of Western Mono***. North Fork, California: Sierra Mono Museum. (xii + 288 pages).
- 1988 ***On the Ethnography of Communication the Legacy of Sapir***. (Essays in Honor of Harry Hoijer, 1984). (Essays by Professors Jane H. Hill, Dennis Tedlock, and Alton Becker; edited and introduced by Paul V. Kroskrity). Los Angeles: Department of Anthropology, UCLA.
- 1993b ***Language, History, and Identity: Ethnolinguistic Studies of the Arizona Tewa***. Tucson: University of Arizona Press.
- 1998 ***Language Ideologies, Theory and Practice***. Edited by Bambi Schieffelin, Kathryn Woolard, and Paul V. Kroskrity. New York: Oxford University Press.
- 2000a ***Regimes of Language: Ideologies, Politics, and Identities***, Paul V. Kroskrity, editor. Santa Fe, NM: School of American Research. Simultaneous publication: London: James Currey.
- 2002 ***TAITADUHAAN: WESTERN MONO WAYS OF SPEAKING (CD-ROM)***. (Co-authored with Rosalie Bethel (Western Mono) and Jennifer F. Reynolds). Norman, Oklahoma: University of Oklahoma Press.
- 2009 ***Native American Language Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field. Tucson: University of Arizona Press.

- 2012 *Telling Stories in the Face of Danger: Language Renewal in Native American Communities*. Edited by Paul V. Kroskrity. Norman, Oklahoma: University of Oklahoma Press.
- 2012 *Ideologías lingüísticas: Práctica y teoría*. Edited by Bambi Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity. Madrid: Los Libros de la Catarata. [Spanish Translation of 1998 above]
- 2015 *The Legacy of Dell Hymes: Ethnopoetics, Narrative Inequality, and Voice*. Edited by Paul V. Kroskrity and Anthony K. Webster. Bloomington, IN: Indiana University Press.
- 2017 *Engaging Native American Publics: Linguistic Anthropology in a Collaborative Key*, Edited by Paul V. Kroskrity and Barbra Meek. New York: Routledge
- 2020 *Oxford Handbook on Language and Race*, Edited by H. Samy Alim, Angela Reyes, and Paul V. Kroskrity. New York: Oxford University Press (in press).

**Publications: Other Related to Tewa Language, Dictionaries, Language Ideologies, Oral Lit.**

- 1978a "On the Lexical Integrity of Arizona Tewa /-di/: a Principled Choice Between Homophony and Polysemy." *International Journal of American Linguistics* 44:24-30.
- 1978b "Aspects of Syntactic and Semantic Variation Within the Arizona Tewa Speech Community." *Anthropological Linguistics* 20:235-258.
- 1978c "Inferences from Spanish Loanwords in Arizona Tewa." *Anthropological Linguistics* 20:340-350. With Dewey Healing (Tewa).
- 1978 "Coyote and Bull snake." In William Bright (ed.) *Coyote Stories (International Journal of American Linguistics, Native American Texts Series, Monograph 1)*, pp. 162-171.
- 1980 "Language Contact and Linguistic Diffusion: the Arizona Tewa Speech Community." In E. A. Brandt and F. Barkin (eds.) *Speaking, Singing, and Teaching: Multidisciplinary Approaches to Language*, (Arizona State University Anthropological Papers, No. 2). Tempe: Arizona State University Press, pp. 260-279. With Dewey Healing (Tewa).
- 1981 "Coyote-Woman and the Deer Children." In Martha B. Kendall (ed.) *Coyote Stories II (International Journal of American Linguistics, Native American Text Series, Monograph 6)*, pp. 119-128.
- 1982 "Language Contact and Linguistic Diffusion: the Arizona Tewa Speech Community". In F. Barkin, E. A. Brandt, and J. Ornstein-Galicia (eds.) *Bilingualism and Language Contact in the Borderlands*. New York: Teachers College Press, pp. 51-72.
- 1983 "Male and Female Speech in the Pueblo Southwest". *International Journal of American Linguistics* 49:75-79.
- 1984 "Negation and Subordination in Arizona Tewa: Discourse-Pragmatics Influencing Syntax." *International*
- 1985a "A Holistic Understanding of Arizona Tewa Passives" *Language* 61:306-28.
- 1985b "Areal-historical Influences on Tewa Possession". *International Journal of American Linguistics* 51:486-91.
- 1985c "'Growing With Stories': Line, Verse, and Genre in an Arizona Tewa Text". *Journal of Anthropological Research* 41:183-199.
- 1992a Arizona Tewa Kiva Speech as a Manifestation of Linguistic ideology. *Pragmatics* 2:297-309.
- 1992b Arizona Tewa Public Announcements: Form, Function, and Linguistic Ideology. *Anthropological Linguistics* 34:104-16. [Publication date: 1994]
- 1993c Aspects of Syntactic and Semantic Variation in the Arizona Tewa Speech Community. *Anthropological Linguistics* 35:250-73. [A reprinting of 1978b in a collection of best articles from previous years of the
- 1996 Pueblo Indian Languages. In *Encyclopedia of the American Indian*, edited by Fred Hoxie. Pp. 520-1. Boston: Houghton-Mifflin.
- 1997 Discursive Convergence with an Evidential Particle. In *The Life of Language: Papers in Honor of William Bright*, by Jane H. Hill, P. J. Mistry, and Lyle Campbell, pp 25-34. Berlin: Mouton de Gruyter.
- 1998 Arizona Tewa Kiva Speech as a Manifestation of a Dominant Language Ideology. In *Language Ideologies, Practice and Theory*, Bambi Schieffelin, Kathryn Woolard, and Paul V. Kroskrity, eds., 103--22. New York: Oxford University Press.
- 2000a Language Ideologies in the Expression and Representation of Arizona Tewa Ethnic Identity. In Paul V. Kroskrity, ed., *Regimes of Language: Ideologies, Politics, and Identities*, pp. 329-59. Santa Fe, NM: School of American Research.
- 2000b Regimenting Languages. In Paul V. Kroskrity, ed. *Regimes of Language: Ideologies, Politics, and Identities*, pp. 1-34. Santa Fe, NM: School of American Research.
- 2001 Using Multimedia in Language Renewal: Observations from Making the CD-ROM TAITADUHAAN: WESTERN MONO WAYS OF SPEAKING. (co-authored with Jennifer F. Reynolds). In Kenneth Hale and Leanne Hinton, eds., *Green Book of Language Revitalization*, pp. 312-25. New York: Academic Press.
- 2002 "Language Renewal and the Technologies of Literacy and Postliteracy: Reflections from Western Mono". In

- Making Dictionaries: Preserving Indigenous Languages of the Americas***, ed. By William Frawley, Kenneth Hill, and Pamela Munro, pp. 171-92. Berkeley: University of California Press.
- 2003 Language Ideologies. In ***Handbook of Pragmatics (2001 Installment)*** edited by Jef Verschueren, Jan Ola Ostman, and Chris Bulcaen, pp. 1-17. Amsterdam/Philadelphia: John Benjamins.
- 2004 Language Ideologies. In ***Companion to Linguistic Anthropology***, ed. Alessandro Duranti, pp. 496-517. Malden, Massachusetts: Basil Blackwell.
- 2005a Tewa and the Kiowa Tanoan Languages. In Philipp Strazny, ed. ***The Encyclopedia of Linguistics***, Volume
- 2005b Review of Hopi Traditional Literature by David Leedom Shaul. ***Journal of Linguistic Anthropology*** 15:28-9
- 2009a Language Renewal as Sites of Language Ideological Struggle: the Need for 'Ideological Clarification'." In ***Indigenous Language Revitalization: Encouragement, Guidance & Lessons Learned***. Edited by Jon Reyhner and Lousie Lockard, pp 71-83. Flagstaff, AZ: Northern Arizona University.
- 2009b Revealing Native American Language Ideologies. Margaret Field and Paul V. Kroskrity. In ***Native American Language Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field. Tucson: University of Arizona Press.
- 2009c Embodying the Reversal of Language Shift: Agency, Incorporation and Language Ideological Change in the Western Mono Community of Central California. In ***Native American Ideologies: Beliefs, Practices, and Struggles in Indian Country***. Edited by Paul V. Kroskrity and Margaret Field, pp. 190-210. Tucson: University of Arizona Press.
- 2009d Narrative Reproductions: Ideologies of Storytelling, Authoritative Words, and Generic Regimentation in the Village of Tewa. ***Journal of Linguistic Anthropology***. 19:40-56.
- 2010a Getting Negatives in Arizona Tewa: On the Relevance of Ethnopragmatics and Language Ideologies to Understanding a Case of Grammaticalization. ***Pragmatics*** 20:91-107.
- 2010b Language Ideologies—Evolving Perspectives. In Jurgen Jaspers (ed.) ***Language Use and Society (Handbook of Pragmatics Highlights)***. Pp192-211. Amsterdam/Philadelphia: John Benjamins.
- 2010c The Art of Voice: Understanding the Arizona Tewa Inverse in its Grammatical, Narrative, and Language-Ideological Contexts. ***Anthropological Linguistics*** 52:49-79.
- 2012a Sustaining Stories: Narratives as Cultural Resources in Native American Projects of Cultural Sovereignty, Identity Maintenance and Language Revitalization. In Paul V. Kroskrity, ed., ***Telling Stories in the Face of Danger: Narratives and Language Renewal in Native American Communities***, 3-20. Norman, OK: University of Oklahoma Press.
- 2012b "Growing With Stories: Ideologies of Storytelling and the Narrative Reproduction of Arizona Tewa Identities. In Paul V. Kroskrity, ed., ***Telling Stories in the Face of Danger: Narratives and Language Renewal in Native American Communities***, 151-183. Norman, OK: U of Oklahoma Press.
- 2012c El Habla Utilizada en la Kiva de los Tewas de Arizona Como Manifestacion de una Ideologia Linguistica Dominante. In ***Ideologías lingüísticas: Práctica y teoría***. Edited by Bambi Shieffelin, Kathryn A. Woolard, and Paul V. Kroskrity, 139-163. Madrid: Los Libros de la Catarata.
- 2013a "Arizona Tewa *Yaaniwaa*: Songs for Sharing Good Fortune" Composed/Performed by Dewey Healing (Tewa Village) Translated and Interpreted by Paul V. Kroskrity. In David Kozak (ed.) ***Inside Dazzling Mountains: New Translations of Southwest Native American Verbal Art***. Pp. 465-470. University of Nebraska Press
- 2013b "Avayun (and Coyote) Story: a Retranslation of 'Coyote's False Tail' from the Village of Tewa, Arizona. Retranslated with Commentary by Paul V. Kroskrity. In David Kozak (ed.) ***Inside Dazzling Mountains***:
- 2014a With Netta Avineri (co-author) On the (Re-)Production and Representation of Endangered Language Communities: Social Boundaries and Temporal Borders. ***Language and Communication*** 38:1-7
- 2014b Borders Traversed, Boundaries Erected: Creating Discursive Identities and Language Communities in the Village of Tewa. ***Language and Communication*** 38: 8-17.
2015. Designing a Dictionary for an Endangered Language Community: Lexicographical Deliberations, Language Ideological Clarifications. ***Language Documentation and Conservation*** 9:140–157
- 2016 Language Ideologies: Emergence, Elaboration, Application. In Nancy Bonvillian (ed.) ***Handbook of Linguistic Anthropology***, pp, 95-108. New York: Routledge.
- 2016 Some Recent Trends in the Anthropology of Native North America. ***Annual Review of Anthropology*** 45:267-284.
- 2017a Indigenous Tewa Language Regimes Across Time: Persistence and Transformation. ***International Journal of Sociology of Language***. 246:7-30.
- 2017b To "We" (+inclusive) or Not To "We" (-inclusive): The CD-ROM Taitaduhan (Our Language) and Western Mono Future Publics. In P. Kroskrity and B. Meek (eds.) ***Engaging Native American Publics***, pp. 82-103. New York: Routledge.
2018. On Recognizing Persistence in the Indigenous Language Ideologies of Multilingualism in Two Native American Communities. ***Language and Communication*** 62:133-144.

2019. Ethnopoetics. In **SAGE Research Methods Foundations**, eds. P. Atkinson and S. Delamont, M.A, Hardy, and M. Williams. doi 10.4135/9781526421036764647
2020. Theorizing Linguistic Racisms from a Language Ideological Perspective. In *Oxford Handbook of Language and Race*, eds., H. Samy Alim, Angela Reyes, and Paul V. Kroskrity. New York: Oxford. (in press)
2021. Naming. In **International Encyclopedia of Linguistic Anthropology**, ed. James M. Stanlaw. Malden, MA: Wiley.
2021. Connecting Language Revitalization to Language Ideological Assemblages: Lingual Life Histories from the Northfork Mono Rancheria and Village of Tewa. *Journal of Anthropological Research* (in press)

### **Professional Organizations**

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American Anthropological Association, Fellow

American Ethnological Society

International Pragmatics Association

Native American and Indigenous Studies Association

Society for Linguistic Anthropology

- Secretary-Treasurer, 1988-90, *Anthropology News* Contributing Editor 1988-9,
- Board Member, 2006-7, President-Elect, 2011-13, President, 2013-2015

Society for Psychological Anthropology

Society for the Study of the Indigenous Languages of the Americas

Organizer, Kiowa-Tanoan Language Conferences, 1981, 1982, 1983, 1984.

Organizer, School of American Research Advanced Seminar on Language Ideology, Santa Fe, New Mexico, 1994.

Co-Organizer, Threatened Languages: Language Maintenance and Renewal in the United States and Mexico, 1995

### **Research Interests**

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- Language Ideologies, Language Ideological Assemblages
- Anthropology and Verbal Art
- Language Contact
- Lexicography of Native American Languages
- Language and Identity
- Critical Language Documentation and Revitalization
- Ethnography of Communication
- American Indian Studies

# Benjamin Madley

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## ACADEMIC EMPLOYMENT

- 2012-Present **University of California, Los Angeles**, Los Angeles, CA  
**Associate Professor**, History Department (2016-Present)  
**Assistant Professor**, History Department (2012-2016)
- 2010-2012 **Dartmouth College**, Hanover, NH  
**Andrew Mellon Postdoctoral Fellow**, History Department and Native American Studies Program
- 2004-2005 **Yale University**, New Haven, CT  
**History Department Teaching Assistant**

## EDUCATION

- 2009 **Yale University**, New Haven, CT  
**Ph.D. in History**
- 2005 **Yale University**, New Haven, CT  
**M.A. and M.Phil. in History**  
Oral Examinations, passed with distinction (honors), 2005
- 1995 **Oxford University**, Oxford, United Kingdom  
**M.St. in History**
- 1994 **Yale University**, New Haven, CT  
**B.A. in History**, *Summa Cum Laude*

## AWARDS, HONORS, & GRANTS

- 1994-Present **Awards and Honors**
- Charles Redd Center / Phi Alpha Theta Award (biennial) for the Best Book on the American West, 2018
  - California Commendation Medal from the Military Department, State of California, 2018
  - Norman Neuerburg Book Award from the Historical Society of Southern California, 2018
  - *Los Angeles Times* Book Prize for History, 2017
  - Raphael Lemkin Book Award (biennial) from the Institute for the Study of Genocide, 2017
  - California Book Award Gold Medal for Californiana from the Commonwealth Club of California, 2017
  - Caroline Bancroft History Prize Honor Book from the Denver Public Library, 2017



- San Francisco Public Library Laureate, 2017
- Heyday Books History Book Award from Heyday Books Publishing House, 2016
- *New York Times Book Review* Editor's Choice, 2016
- *Choice* magazine Outstanding Academic Title, 2016
- *True West Magazine* Best New Western Author, 2016
- *Indian Country Today* Hot List Book, 2016
- Phi Alpha Theta / Westerners International Dissertation Prize, 2010
- Yale University Fredrick W. Beinecke Dissertation Prize, 2009
- Arrell M. Gibson Award from the Western History Association for best article of 2008, in any journal, on Native American History, 2009
- Oscar O. Winther Award from the Western History Association for best article of 2008 in *The Western Historical Quarterly*, 2009
- Irmgard Coninx Foundation Special Distinction Prize for Conference Participation, 2009
- Phi Beta Kappa, Yale University, 1994
- Phi Alpha Theta History Honors Society, Yale University, 1994
- Honors in the History major, Yale University, 1994
- J.S. Nicholas Prize for "outstanding moral character and purpose," Yale University, 1994

#### 1993-Present **Grants**

- Swedish Collegium for Advanced Study Research Fellowship, Uppsala, Sweden, 2018-2019
- European Institutes for Advanced Study Junior Research Fellowship, Hanse-Wissenschaftskolleg (Institute for Advanced Study), Delmenhorst, Germany, 2018-2019 (Declined)
- UCLA Dean of Social Sciences and History Department Research Grant, 2015
- UCLA History Department Chair's Fund Grant, 2014
- UCLA Academic Senate Council on Research Travel Grant, 2014
- Andrew Mellon Postdoctoral Fellowship, 2010-2012
- Irmgard Coninx Foundation Berlin Conference Travel Award, 2009
- Clark University Holocaust and Genocide Conference Travel Grant, 2009
- Huntington Library Western History Association Martin Ridge Research Fellowship, 2008
- Yale University Dissertation Fellowship, 2006-2007
- Australian and New Zealand Law and History Society Conference Travel Award, 2006
- Yale Genocide Studies Program Travel Grant, 2006
- American Society for Ethnohistory Student Travel Award, 2006
- Smith Richardson Foundation Summer Research Fellowship, 2006
- Howard R. Lamar Center for the Study of Frontiers and Borders Dissertation Fellowship, 2005-2006
- Yale University Genocide Studies Program Dissertation Fellowship, 2005-2006
- Beinecke Rare Book and Manuscript Library Summer Research Fellowship, 2005
- Smith Richardson Foundation Summer Research Fellowship, 2004
- Paul Mellon Centre for Studies in British Art Summer Traveling Grant, 2003

- University College, Oxford Research Travel Bursary, 1995
- Henry Fellowship for the full financial support of graduate study at Oxford University, 1994-1995
- Elihu Scholarship, Yale University, 1993-1994

## PUBLICATIONS & DOCUMENTARY FILM

2016

### **Book**

- *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (New Haven: Yale University Press, 2016; paperback edition, 2017)

2004-Present

### **Journal Articles**

- "California's First Mass Incarceration System: Franciscan Missions, California Indians, and Penal Servitude, 1769-1836," *Pacific Historical Review* 88:1 (Winter 2019), 14-47
- "Genocide in the Golden State: a response to reviews by William Bauer, Jr., Margaret Jacobs, Karl Jacoby and Jeffrey Ostler," *Journal of Genocide Research* 19:1 (March 2017), 154-163
- "Understanding Genocide in California under United States Rule, 1846-1873," *The Western Historical Quarterly* 47:4 (Winter 2016), 449-461
- "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," *The American Historical Review* 120:1 (February 2015), 98-139
- "'Unholy Traffic in Human Blood and Souls': Systems of California Indian Servitude under U.S. Rule," *Pacific Historical Review* 83:4 (November 2014), 626-667
- "California's Yuki Indians: Defining Genocide in Native American History," *The Western Historical Quarterly* 39:3 (Autumn 2008), 303-332
- "From Terror to Genocide: Britain's Tasmanian Penal Colony and Australia's History Wars," *Journal of British Studies* 47:1 (January 2008), 77-106
- "From Africa to Auschwitz: How German South West Africa incubated ideas and methods adopted and developed by the Nazis in Eastern Europe," *European History Quarterly* 35:3 (July 2005), 429-464
- "Patterns of Frontier Genocide, 1803-1910: The Aboriginal Tasmanians, the Yuki of California, and the Herero of Namibia," *Journal of Genocide Research* 6:2 (June 2004), 167-192. Republished in Mark Lattimer, ed., *Genocide and Human Rights* (London: Ashgate Publishing, 2007) and Adam Jones, ed., *Genocide* (4 vols., London: Sage Publications Ltd., 2008)

2012-Present

### **Book Chapters**

- "Before Contact," an excerpt from *An American Genocide*, in Susan LaTempa, ed., *Paperback L.A.: A Casual Anthology, Book 2* (2 vols., Altadena: Prospect Park Books, 2018), 2:9-15
- "California and Oregon's Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories" in Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, eds., *Colonial Genocide in Indigenous North America* (Durham: Duke University Press, 2014), 95-130
- "The Genocide of California's Yana Indians" in Samuel Totten and William S. Parsons, eds., *Centuries of Genocide: Essays and Eyewitness Accounts* (New York: Routledge, 2013), 16-53.
- "Tactics of Nineteenth Century Colonial Massacre: Tasmania, California, and Beyond" in Philip Dwyer and Lyndall Ryan, eds., *Theatres of Violence: Massacre, Mass Killing and Atrocity throughout History* (New York: Berghahn Books, 2012), 110-125
- "When 'The World was Turned Upside Down': California and Oregon's Tolowa Indian Genocide, 1851-



1856" in Adam Jones, ed., *New Directions in Genocide Research* (New York: Routledge, 2012), 170-196

#### 2006-Present **Book Reviews and Review Essays**

- "Command, Control, and Genocide: A Review of *The Vandemonian War*," *Journal of Genocide Research* 20:3 (July 2018), 467-471
- Catherine M. Cameron, Paul Kelton, and Alan C. Swedlund, eds., *Beyond Germs: Native Depopulation in North America* (Tucson: The University of Arizona Press, 2015) in *The Journal of American History* 103:4 (March 2017), 1022-1023
- Deborah and Jon Lawrence, *Violent Encounters: Interviews on Western Massacres* (Norman: University of Oklahoma Press, 2011) in *The Western Historical Quarterly* 43:2 (Summer 2012), 224-225
- Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews, 1939-1945* (New York: Harper Perennial, 2007) in *Journal of Genocide Research* 12:3 (Autumn 2010), 279-280
- Richard T. Stillson, *Spreading the Word: A History of Information in the California Gold Rush* (Lincoln: University of Nebraska Press, 2006) in *The Western Historical Quarterly* 39:1 (Spring 2008), 79-80
- Frank Baumgardner, *Killing for Land in Early California: Indian Blood at Round Valley, 1856-1863* (New York: Algora Publishing, 2005) in *The Americas* 64:2 (October 2007), 279-280
- William D. Rubinstein, *Genocide: A History* (Harlow: Longman, 2004) in *European History Quarterly* 36:2 (April 2006), 332-334

#### 2016 **Op-Ed Piece**

- "It's time to acknowledge the genocide of California's Indians," *Los Angeles Times*, May 22, 2016, A22

#### 2004 **Documentary Film Participation**

- David Olusoga, director, *Namibia: Genocide and the Second Reich*, a 60-minute British Broadcasting Corporation documentary (first aired December 7, 2004)

### EDITORIAL REVIEWS

#### 2014-Present **Journal Articles**

- *California History*, 2020
- *California History*, 2019 (reviewed two articles)
- *Journal of American Indian Education*, 2019
- *Ethnohistory*, 2018
- *The Early American Studies Review*, 2018
- *The American Historical Review*, 2017
- *American Indian Culture and Research Journal*, 2017
- *The Early American Studies Review*, 2017
- *History & Memory*, 2017
- *The William and Mary Quarterly*, 2016

- *The American Historical Review*, 2015
- *German History*, 2015
- *Journal of Genocide Research*, 2015
- *American Indian Quarterly*, 2015
- *American Indian Culture and Research Journal*, 2014

2018-Present **Book Manuscripts**

- Yale University Press, 2018

## TEACHING EXPERIENCE

2012-Present **University of California, Los Angeles**, Los Angeles, CA

- “American Indian History, Pre-contact-1830” (lecture course, 2013; Spring and Fall, 2014; 2015; 2017; 2019)
- “American Indian History, 1830-Present” (lecture course, 2013; 2014; 2015; 2016; 2017; 2018; 2020)
- “New Directions in American Indian History: Contact, Conflict, and Survival” (seminar, 2013; 2014; 2015; 2016; 2017; 2018; 2020)
- “The Nineteenth Century United States” (seminar, 2014)
- “Genocide in World History: Case Studies and Historical Methods” (seminar, 2014; 2015; 2017; 2019)

2010-2012 **Dartmouth College, Hanover, NH**

- “The History of the American West” (lecture course, 2012)
- “Native Americans and Newcomers in the West, 1500-1890” (seminar, Winter and Fall, 2011)
- “American Indian History, 1830-Present” (lecture course, 2010)

2004-2005 **Yale University, New Haven, CT**

History Department Teaching Assistant

- “The Cold War” (John Gaddis, lecture course, 2004)
- “The Vietnam Wars” (Ben Kiernan, lecture course, 2005)

## LECTURES AND CONFERENCES

2016-Present **Book Talks**

- *Lecture, Tribal Court – State Court Forum, Judicial Council of California* (San Francisco, California, December 12, 2019)
- *Public Lecture, California’s Native History Roundtable* (California State University, Northridge, Northridge, California, December 5, 2019)
- *Public Lecture, Native Truth & Healing: California Genocide Conference* (California State University, San Diego, San Diego, California, November 22, 2019)
- *Tribal Alliance of Sovereign Indian Nations Annual Legislative Summit Lecture* (Carlsbad, California, November 21, 2019)

- *History Forum Public Lecture* (California State University, Bakersfield, Bakersfield, California, November 8, 2019)
- *Teacher Training Lecture* (UCLA History-Geography Project, University of California, Los Angeles, October 25, 2019)
- *Christian Reformed Church Race Relations Conference Lecture* (Sierra Madre, California, October 24, 2019)
- *Public Lecture sponsored by the Pit River Tribe, Redding Rancheria, Shasta College Foundation, Shasta County Office of Education, Shasta Historical Society, Winnemem Wintu Tribe, and Wintu Cultural Museum* (Redding, California, October 19, 2019)
- *Public Lecture* (Shasta College, Redding, California, October 19, 2019)
- *Public Lecture* (Uppsala University, Uppsala, Sweden, March 27, 2019)
- *Ray Allen Billington Lecture* (Huntington Library, San Marino, CA, January 16, 2019)
- *Yale Genocide Studies Program Lecture* (Yale University, New Haven, CT, November 8, 2018)
- *California National Guard Senior Leadership Lecture* (California National Guard Headquarters, Sacramento, CA, August 2, 2018)
- *California National Guard Native American Day Lecture* (California National Guard Headquarters, Sacramento, CA, August 2, 2018)
- *Teacher Training Lecture* (Gilder Lehrman Institute of American History, Eureka, CA, June 2, 2018)
- *Public Lecture* (George Mason University, Arlington, VA, May 10, 2018)
- *Martha T. and Ralph M. Race Western History Lecture* (Frostburg State University, Frostburg, MD, May 9, 2018)
- *Public Lecture* (Chapman University, Orange, CA, May 3, 2018)
- *American Indian Studies Lecture* (Sonoma State University, Rohnert Park, CA, May 1, 2018)
- *Holocaust and Genocide Studies Series Lecture* (Sonoma State University, Rohnert Park, CA, May 1, 2018)
- *Public Lecture* (Mechanics' Institute Library, San Francisco, CA, April 27, 2018)
- *Keynote Speech, Second Annual Conference at the Donald Blake Center for the Study of Race, Ethnicity, and Culture* (Walla Walla University, College Place, WA, April 19, 2018)
- *Santa Fe Seminars Lecture* (Hotel Santa Fe, Santa Fe, NM, February 26, 2018)
- *Public Lecture* (University of Edinburgh, Edinburgh, United Kingdom, February 8, 2018)
- *Stanley Burton Center for Holocaust and Genocide Studies Lecture* (University of Leicester, Leicester, United Kingdom, February 7, 2018)
- *Public Lecture* (Royal Holloway, University of London, London, United Kingdom, February 6, 2018)
- *History Department Seminar* (Oxford University, Oxford, United Kingdom, February 5, 2018)
- *Public Lecture* (University of Toronto, Toronto, Canada, January 18, 2018)
- *Interactions Seminar Series Lecture* (University of Toronto Scarborough, Scarborough, Canada, January 18, 2018)
- *Public Lecture* (Drew Theological Seminary and St. Alban's Church, Los Angeles, CA, January 3, 2018)
- *Public Lecture* (Queen Mary University London School of Law, London, United Kingdom, December 12, 2017)
- *Public Lecture* (Essex University Human Rights Centre, Colchester, United Kingdom, December 11, 2017)
- *Public Lecture* (Anthropology Department, University of Southern California, Los Angeles, CA, November

22, 2017)

- *Native American and Indigenous Studies Center Lecture* (Northwestern University, Evanston, IL, November 15, 2017)
- *Public Lecture* (American Indian Resource Program, University of California, Irvine, Irvine, CA, November 9, 2017)
- *Raphel Lemkin Book Award Lecture* (Benjamin N. Cardozo School of Law, Yeshiva University, New York, NY, October 17, 2017)
- *ALOUD Series Lecture* (Los Angeles Public Library, Los Angeles, CA, October 10, 2017)
- *2017 William Howard and Hazel Butler Peters Lecture* (Charles Redd Center for Western Studies, Brigham Young University, Provo, UT, September 21, 2017)
- *Lecture for Governor Edmund G. Brown, Jr., Staff, and Guests* (Office of the Governor of California, Sacramento, CA, April 19, 2017)
- *Schoolwide Lecture* (La Jolla Country Day School, La Jolla, CA, April 13, 2017)
- *Public Lecture* (Barona Cultural Center and Museum, Barona Indian Reservation, CA, April 12, 2017)
- *Ena H. Thompson Distinguished Lectureship* (Pomona College, Pomona, CA, April 6, 2017)
- *Public Lecture* (Augua Caliente Cultural Musuem, Palm Desert, CA, March 15, 2017)
- *Public Lecture* (School of Advanced Study, University of London, London, United Kingdom, March 8, 2017)
- *Rothermere American Institute Lecture* (Rothermere American Institute, Oxford University, Oxford, United Kingdom, March 7, 2017)
- *Public Lecture* (Hammer Museum, Los Angeles, CA, February 28, 2017)
- *American Indian Studies Lecture* (Sonoma State University, Rohnert Park, CA, February 7, 2017)
- *Holocaust and Genocide Lecture Series* (Sonoma State University, Rohnert Park, CA, February 7, 2017)
- *Public Lecture* (University of California, Santa Cruz, Santa Cruz, CA, February 6, 2017)
- *Public Lecture* (University of California, Merced, Merced, CA, January 27, 2017)
- *History Club Lecture* (California State University, San Bernardino, San Bernardino, CA, January 25, 2017)
- *2017 Alden Berg Lecture* (University of California, Los Angeles, Los Angeles, CA, January 24, 2017)
- *Public Lecture* (Western Washington University, Bellingham, WA, January 18, 2017)
- *Public Lecture* (Fallbrook Library, Fallbrook, CA, January 10, 2017)
- *Transnational History Series Lecture* (Northeastern University, Boston, MA, December 5, 2016)
- *Public Lecture* (Moorpark College, Moorpark, CA, November 16, 2016)
- *Public Lecture* (Long Beach State University, Long Beach, CA, November 8, 2016)
- *Campus Dialogue on Race Lecture* (Humboldt State University, Arcata, CA, November 3, 2016)
- *Keynote Speaker, California Native American Heritage Commission 40th Anniversary Gala* (Sacramento, CA, October 21, 2016)
- *Resisting Genocide Lecture Series* (University of Southern California, Los Angeles, CA, October 11, 2016)
- *Public Lecture* (California Historical Society / San Francisco Presidio, San Francisco, CA, October 5, 2016)
- *Public Lecture* (University of California, Berkeley, Berkeley, CA, October 4, 2016)
- *Public Lecture* (Heyday Books Publishing House, Berkeley, CA, October 4, 2016)
- *Public Lecture* (University of Alaska, Anchorage Campus Bookstore, Anchorage, AK, September 23,

2016)

- *Guest Lecture* (University of Alaska, Anchorage, AK, September 22, 2016)
- *Public Lecture* (California Historical Society / La Plaza de Cultura y Artes, Los Angeles, CA, August 31, 2016)
- *In Conversation Lecture Series* (Huntington Library, San Marino, CA, July 27, 2016)
- *Public Lecture* (Institute for War, Holocaust, and Genocide Studies, Amsterdam, Holland, June 17, 2016)
- *Public Lecture* (Umeå University, Umeå, Sweden, June 15, 2016)
- *Public Lecture* (John F. Kennedy Institute, Free University of Berlin, Berlin, Germany, June 13, 2016)
- *Public Lecture* (Skylight Books, Los Angeles, CA, May 25, 2016)
- *Public Lecture* (Autry Museum of the American West, Los Angeles, CA, May 21, 2016)
- *Keynote Presentation, UCLA Undergraduate History Conference* (UCLA, Los Angeles, CA, May 13, 2016)
- *Public Lecture* (Amherst College, Amherst, MA, April 29, 2016)

### **Invited and Commissioned Lectures**

- “The Genocide of Connecticut’s Pequot Indians, 1636-1640,” *Contested Foundations: Commemorating the Red Letter Year of 1619 Conference* (William Andrews Clark Memorial Library, Los Angeles, CA, February 22, 2020)
- “Travel Writers, Journalists, and Officials: Finding Native Hawaiians in the California Gold Rush, 1848-1868,” *Uppsala University Travel Writing Colloquium* (Uppsala University, Uppsala, Sweden, March 20, 2019)
- “Forgotten Forty-Niners: Native Americans in the California Gold Rush and the Making of the Modern World,” *Public Lecture* (Swedish Collegium for Advanced Study, Uppsala, Sweden, February 12, 2019)
- “Other Argonauts: Native Hawaiians in the California Gold Rush,” *Yale Macmillan Center Agrarian Studies Colloquium* (Yale University, New Haven, CT, November 9, 2018)
- “California’s First Carceral State: Franciscans, California Indians, and Penal Servitude, 1769-1836,” *Public Lecture* (California Historical Society, San Francisco, CA, November 29, 2017)
- “Forgotten Forty-niners: Native Americans in the California Gold Rush and Indigenous Labor in the Making of the American West,” *Public Lecture* (Stanford University, Stanford, CA, May 17, 2017)
- “The Question of Genocide in United States History,” *In Class Guest Lecture* (Humboldt State University, Arcata, CA, November 3, 2016)
- “The Tolowa Genocide,” *Public Lecture* (Humboldt State University, Arcata, CA, November 2, 2016)
- “Teaching California Indian History in the Fourth Grade,” *California in American History Seminar* (Huntington Library, San Marino, CA, July 27, 2016)
- “The Question of Genocide in American History,” *George and Ann Richards Civil War Era Center Lecture Series* (Pennsylvania State University, State College, PA, February 26, 2016)
- “The American Genocide Debate,” *Genocide and Global History: A Conference Commemorating the 100<sup>th</sup> Anniversary of the Armenian Genocide* (UCLA, Los Angeles, CA, April 11, 2015)
- “The Third Vector: Pacific Pathogens and Virgin Soil Epidemics North of Mexico,” *Migrant Ecologies: Pacific World Environmental History Symposium* (Amherst College, Amherst, MA, March 23, 2015)
- “California and Oregon’s Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories,” *Killing California Indians: Genocide During the California Gold Rush Symposium* (University of California, Riverside, Riverside, CA, November 7, 2014)
- “‘Unholy Traffic in Human Blood and Souls’: Systems of California Indian Servitude under United States Rule,” *Public Lecture* (Loyola Marymount University, Los Angeles, CA, April 8, 2014)



- “California’s Yuki Indians and the Question of Genocide in the Golden State,” *Guest Lecture* (Loyola Marymount University, Los Angeles, CA, September 20, 2013)
- “California and Oregon’s Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories,” *Public Lecture Sponsored by the Modoc Tribe of Oklahoma* (Northeastern Oklahoma A & M College, Miami, OK, September 11, 2013)
- “The American Revolution in Indian Country” and “Indians and the Early Republic,” *Gilder Lehrman Institute American Revolution Seminar* (UCLA, Los Angeles, CA, July 18, 2013)
- “‘Unholy Traffic in Human Blood and Souls’: California Indian Systems of Servitude under United States Rule,” *Autry Western History Workshop* (Autry National Center, Los Angeles, CA, May 15, 2013)
- “California and Oregon’s Modoc Indians: How Resistance Camouflages Genocide in Colonial Histories,” *Resisting the Path to Genocides Lecture Series* (University of Southern California, Los Angeles, CA, March 5, 2013)
- “California and Oregon’s Modoc Indians: How Victim Resistance Camouflages Genocide in Colonial Histories,” *Public Lecture* (Klamath Tribes, Chiloquin, OR, December 10, 2012)
- “California and Oregon’s Modoc Indians: How Resistance Camouflages Genocide in Colonial Histories,” *Colonial Genocide and Indigenous North America Workshop* (University of Manitoba, Winnipeg, Canada, September 22, 2012)
- “Pacific Unbound: Redefining the Age of Abolition,” *Public Lecture* (Transylvania University, Lexington, KY, May 16, 2012) Co-authored and co-presented with Professor Edward Melillo
- “Genocide in America? The Assault on California and Oregon’s Tolowa Indians,” *Oregon State University Holocaust Memorial Program Address* (Oregon State University, Corvallis, OR, April 18, 2012)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation to the Bishop Paiute Tribe* (Bishop Paiute Tribe Headquarters, Bishop, CA, December 6, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation to the Big Pine Paiute Tribe of the Owens Valley* (Big Pine Tribe of the Owens Valley Paiute Headquarters, Big Pine, CA, December 4, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation at the Fort Independence Indian Reservation* (Fort Independence Indian Reservation Headquarters, Independence, CA, December 5, 2011)
- “The Civil War & Genocide in Owens Valley, California,” *Presentation at the Lone Pine Paiute-Shoshone Reservation* (Lone Pine Tribe Paiute-Shoshone Reservation, Lone Pine, CA, December 5, 2011)
- “American Genocide? Meaning, Debate, and New Methods,” *Public Lecture* (Tufts University Hillel, Medford, MA, November 21, 2011)
- “The American Civil War in Northern California,” *Teaching American History Symposium* (Crescent City, CA, September 17, 2011)
- “An Introduction to the American Civil War in Northern California,” *Presentation to the Yurok Culture Committee* (Yurok Tribal Headquarters, Klamath, CA, September 16, 2011)
- “The Yana Genocide, 1850-1872,” *Presentation to the Redding Rancheria Tribal Council* (Redding Rancheria, Redding, CA, August 23, 2011)
- “California and Oregon’s Modoc Genocide, 1851-1873,” *Presentation to the Klamath Tribes Tribal Council* (Klamath Tribes, Chiloquin, OR, August 22, 2011)
- “Forgotten 49ers: Rethinking Native Americans in the Gold Rush and the Making of the American West” and “When ‘The World Was Turned Upside Down’: California and Oregon’s Tolowa Indian Genocide, 1851-1856,” *Teaching American History Symposium* (Crescent City, CA, May 21, 2011)
- “When ‘The World Was Turned Upside Down’: California and Oregon’s Tolowa Indian Genocide, 1851-1856,” *Public Lecture* (Elk Valley Rancheria, Crescent City, CA, May 20, 2011)
- “Revisiting the American Genocide Debate: Meaning, Debate, and New Research Methods,” *Public*

*Lecture* (Northwestern University, Evanston, IL, May 6, 2011)

- “Native American Gaming: A Double Edged Sword,” *Dallas Dartmouth Club Lecture* (Dallas, TX, February 19, 2011)
- “From Africa to Auschwitz,” *Holocaust Course Guest Lecture* (University of California, Berkeley, Berkeley, CA, February 25, 2010)
- “From Africa to Auschwitz,” *Public Lecture* (Danish Institute for International Studies, Copenhagen, Denmark, January 29, 2010)
- “American Genocide? Meaning, Debate, and New Research Methods,” *Public Lecture* (University of South Florida, Tampa, FL, November 19, 2009)
- “California’s Yuki Indians and the Question of Genocide in the Golden State,” *Guest Lecture* (San Francisco State University, San Francisco, CA, September 12, 2008)
- “East From California: How California Men and Methods Influenced the Conquest of the Interior West,” *Bancroft Library Lecture* (University of California, Berkeley, Berkeley, CA, March 20, 2008)
- “Genocide and Survival in Tolowa Country,” *Annual Tolowa Dee-ni’ Day* (Smith River Rancheria, Smith River, CA, September 29, 2007)
- “Africa, German Colonialism, and the Holocaust,” *Facing History and Ourselves Teachers’ Workshop* (Fremont, CA, June 27, 2007)
- “The Yuki Genocide,” *Facing History and Ourselves Teachers’ Workshop* (Fremont, CA, May 29, 2007).
- “When ‘The World Was Turned Upside Down’: The Tolowa Genocide,” *37th Annual United Indian Health Services Annual Board and Staff Meeting* (Blue Lake Rancheria, Blue Lake, CA, March 14, 2007)
- “The Tolowa Genocide,” *Public Lecture* (Smith River Rancheria, Smith River, CA, September 30, 2006)
- “The Tolowa Genocide,” *Teaching American History Symposium* (Crescent City, CA, September 30, 2006)

### **Conference and Lecture Series Papers**

- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Nordic Association for American Studies Conference* (Bergen, Norway, April 25, 2019)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Pacific Historical Society Annual Meeting* (Cambridge, United Kingdom, December 4, 2018)
- “California’s First Carceral State: Franciscans, California Indians, and the Habit of Incarceration,” *Native American and Indigenous Studies Association* (Los Angeles, CA, May 18, 2018)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *American Society for Ethnohistory Annual Meeting* (Winnipeg, Canada, October 12, 2017)
- “California’s First Carceral State: Franciscans, California Indians, and the Habit of Incarceration, 1769-1836,” *American Society for Ethnohistory Annual Meeting* (Nashville, TN, November 10, 2016)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Native American and Indigneous Studies Association Conference* (Honolulu, HI, May 18, 2016)
- “The Forgotten Genocide in Eastern California’s Owens Valley, 1862-1868,” *American Society for Ethnohistory Annual Meeting* (Las Vegas, NV, November 5, 2015)
- “Other Argonauts: Native Hawaiian Miners in the California Gold Rush,” *Western History Association Conference* (Portland, OR, October 22, 2015)
- “Understanding the Pequot War as Genocide,” *Omohundro Institute of Early American History and Culture / Society of Early Americanists Conference* (Chicago, IL, June 19, 2015)
- “‘Unholy Traffic in Human Blood and Souls’: Systems of California Indian Servitude under United States Rule,” *American Historical Association Annual Meeting* (New York, NY, January 4, 2015)

- “California and Oregon’s Modoc Indians: How Indigenous Resistance Camouflages Genocide in Colonial Histories,” *International Association of Genocide Scholars Annual Meeting* (Winnipeg, Canada, July 17, 2014)
- “Forgotten 49ers: Native American Miners in the California Gold Rush,” *American Historical Association Annual Meeting* (Washington, D.C., January 3, 2014)
- “‘Unholy Traffic in Human Blood and Souls’: Systems of California Indian Servitude under United States Rule,” *Western History Association Conference* (Tucson, AZ, October 12, 2013)
- “Forgotten 49ers: The Rise and Fall of American Indian Miners in the California Gold Rush,” *Western History Association Conference* (Incline Village, NV, October 15, 2010)
- “Forgotten 49ers: The Rise and Fall of American Indian Miners in the California Gold Rush,” *Maple Leaf and Eagle Conference* (Renvall Institute, University of Helsinki, Helsinki, Finland, May 20, 2010)
- “The Modoc Genocide, 1851-1873” *Annual Meeting of the Organization of American Historians* (Washington, D.C., April 9, 2010)
- “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” *Berlin Roundtables on Memory Politics: Education, Memorials and Mass Media* (Wissenschaftszentrum Berlin für Sozialforschung, Berlin, Germany, October 22, 2009)
- “The Modoc Genocide in Northern California and Southern Oregon, 1851-1873,” *The First International Graduate Student Conference on Holocaust and Genocide Studies* (Clark University, Worcester, MA, April 24, 2009)
- “Systems of Servitude, Relations of Risk: Locating Unfree Labor in Nineteenth-Century California,” co-authored and co-presented with Professor Edward Melillo, *Western History Association Conference* (Salt Lake City, UT, October 25, 2008)
- “The Mechanics of Nineteenth-Century Massacre: Tasmania and California, 1803-1864,” *Revisiting the Massacre in History: An Interdisciplinary Workshop* (University of Newcastle, Newcastle, Australia, September 26, 2008)
- “From Legislation to Extermination: How Military, State and Federal Legislators Opened the Door to the California Indian Catastrophe, 1846-1854,” *Law & Society Association Conference* (Montreal, Canada, May 29, 2008)
- “‘They Were Outlawed’: How Legislators Catalyzed the California Indian Catastrophe, 1848-1863,” *Western History Association Conference* (Oklahoma City, OK, October 6, 2007)
- “The Yuki Genocide, 1854-1864,” *Round Valley Indian History Conference* (Round Valley Indian Reservation, Covelo, CA, June 23, 2007)
- “American Genocide? The Yuki of California, 1854-1864,” *Annual Meeting of the Organization of American Historians* (Minneapolis, MN, March 29, 2007)
- “Britain’s Tasmanian Penal Colony and Australia’s History Wars,” *Annual Meeting of the Australian and New Zealand Law and History Society* (Hobart, Australia, December 10, 2006)
- “The Yana Genocide, 1846-1871,” *American Society for Ethnohistory Annual Meeting* (Williamsburg, VA, November 4, 2006)
- “From Africa to Auschwitz,” *Phi Alpha Theta History Honor Society Conference* (Philadelphia, PA, January 6, 2006)
- “Genocide of the Yuki and Tolowa in Nineteenth Century California,” *Yale Genocide Studies Program Lecture Series* (New Haven, CT, October 27, 2005)
- “From Africa to Auschwitz,” *Confronting the Threat of Genocide: A Symposium at Montclair State University* (Montclair, NJ, April 5, 2005)
- “From Africa to Auschwitz,” *The Age of Rage: Hatred and Violence in International History* (New Haven, CT, April 1, 2005)
- “The Yuki Genocide,” *University of Sydney Genocide and Colonialism Conference* (Sydney, Australia,



July 20, 2003)

- “Patterns of Frontier Genocide, 1803-1910,” *Yale Genocide Studies Program Lecture Series* (New Haven, CT, February 13, 2003)

### Roundtable Participation

- “Murder and Survival: The Remarkable Story of Indian Rebirth in the Wake of Genocide,” *Bay Area Book Festival* (Berkeley, CA, April 28, 2018)
- “Teaching California History in the Fourth Grade,” *Western History Association Conference* (San Diego, CA, November, 2017)
- “Tragedies of Our Past,” *Los Angeles Times Festival of Books* (Los Angeles, CA, April 23, 2017)
- “Unfree Labor During the American Civil War,” *Autry National Center for the American West* (Los Angeles, CA, May 16, 2015)
- “Holocaust & Genocide Studies: Complementary or Competitive Paradigms?,” *UCLA International Institute* (Los Angeles, CA, February 12, 2015)
- “Indigenous Genocide Studies in the West and the World,” *Western History Association Conference* (Newport Beach, CA, October 17, 2014)
- “Conference on Latin American History Borderlands and Frontiers Studies Roundtable,” *American Historical Association Annual Meeting* (Washington, D.C., January 4, 2014)

### Panels Organized

- “Transnational Hawai’i: Sovereignities Within and Beyond the Islands.” Papers by Benjamin Madley, Edward Melillo, and Noah Ha’alilio Solomon. Commentary by Hannah Cutting-Jones. *Pacific History Association Conference* (Cambridge, United Kingdom, December 4, 2018)
- “Transnational Hawaiian Histories: Within and Beyond the Nineteenth-Century Islands.” Papers by Benjamin Madley, Gregory Rosenthal, and Lissa Wadewitz. Commentary by Edward Melillo. *Western History Association Conference* (Portland, OR, October 22, 2015)
- “Extreme Violence Against American Indians in Colonial North America.” Papers by Benjamin Madley, Mark Meuwese, and John Smolenski. Commentary by Jeffrey Ostler. *Omohundro Institute of Early American History and Culture / Society of Early Americanists Conference* (Chicago, IL, June 19, 2015)
- “Genocide and American Indians, 1640-1890.” Papers by Benjamin Madley, Mark Meuwese, and Jeffrey Ostler. Commentary by Ned Blackhawk. *International Association of Genocide Scholars Annual Meeting* (Winnipeg, Canada, July 17, 2014)
- “Other Argonauts: Chileans, Hawaiians, and Native Americans in the California Gold Rush.” Papers by Benjamin Madley, Timothy Macholz, and Edward Melillo. Chaired by Peter Blodgett. Commentary by Molly Holz. *Western History Association Conference* (Incline Village, NV, October 15, 2010)
- “The American Genocide Debate.” Papers by Benjamin Madley, Alfred Cave, and Adam Jones. Commentary by Jeffrey Ostler, *Annual Meeting of the Organization of American Historians* (Minneapolis, MN, March 29, 2007)
- “Tasmania: Cradle of Australian Colonial Genocide and Massacre?” Papers by Benjamin Madley and Lyndall Ryan. Chaired by Peter Chapman. Commentary by Henry Reynolds. *Annual Meeting of the Australian and New Zealand Law and History Society* (Hobart, Australia, December 10, 2006)
- “The Question of Genocide in American History.” Papers by Benjamin Madley and Gary Clayton Anderson. Commentary by Anderson. *American Society for Ethnohistory Annual Meeting* (Williamsburg, VA, November 4, 2006)
- “Colonialism and the Holocaust.” Papers by Benjamin Madley, Wendy Lower, and Stephen Wicken. *Phi Alpha Theta History Honor Society Conference* (Philadelphia, PA, January 6, 2006)

### Panels Chaired and Commented Upon

- Chair, "Forced Migrations of Native Populations in the Early Modern Period." Papers by Arne Bialuschewski, Paul Conrad, Jeffrey Erbig, and Mark Meuwese. *American Society for Ethnohistory* (Nashville, TN, November 10, 2016)
- Chair and commentator, "Uncaged from the Self." Papers by Andrew Le and Sara-Maria Sorentino. *Caged and Uncaged: Trajectories of Subjection and the (Im)Possibility of Freedom* (University of California, Los Angeles, CA, January 29, 2016)
- Chair, "Connecting Disease, Violence, and Colonialism in American Indigenous History." Papers by Paul Kelton, Tai Edwards, and Preston S. McBride. Commentary by William Bauer, Jr. *Western History Association Conference* (Portland, OR, October 23, 2015)
- Chair and commentator, "Settlers, States, and 'Vanishing Peoples': Differing Genocides in Colonial Contexts." Papers by Björn Beyen, Dörte Lerp, and Hanno Scheerer. *Critical Ethnic Studies and the Future of Genocide Conference* (University of California, Riverside, Riverside, CA, March 10, 2011)

### Conference Organized

- *Native American Historical Trauma & Healing*. Co-organized with Molly Springer. Papers by Alison Ball, Tom Ball, Matthew Friedman, Benjamin Madley, Vera Plamer, and Maria Yellow Horse Brave Heart (Dartmouth College, Hanover, NH, May 25, 2012)

## Ph.D., M.A., and B.A. THESIS ADVISING

### 2014-Present **Ph.D. Theses**

- Toulouse-Antonin Roy, "'The Camphor Questions is in Reality the Savage Question': The Japanese Empire, Indigenous Peoples, and the Making of Capitalist Taiwan, 1895-1915," UCLA History Ph.D., committee member, 2017-present
- Harper Benjamin Keenan, "The Mission Project: A Study of Elementary School History Education in California," Stanford University Education Ph.D., committee member, 2017-2019 (graduated)
- Jeremiah Sladeck, "Padres Discontentos: Franciscan Decline and the Failure of the California Mission System, 1785-1805," UCLA History Ph.D., committee member, 2016-present
- Preston S. McBride, "A Lethal Education: Institutionalized Negligence, Epidemiology, and Death in American Indian Boarding Schools, 1879-1934," UCLA History Ph.D., committee chair, 2016-present
- Rhiannon Koehler, "High Grade Danger: Indigenous Political Cartoons and the Navajo-Hopi Land Dispute, 1973-2006," UCLA History Ph.D., committee member, 2016-2018 (graduated)
- Nanar Khamo, "Representations of Memory, Genocide, and Violence in Contemporary Francophone Fiction," UCLA French and Francophone Studies Ph.D., committee member, 2015-2018 (graduated)
- Max Flomen, "Cruel Embrace: War and Slavery in the Texas Borderlands, 1700-1840," UCLA History Ph.D., committee member, 2014-2018 (graduated)
- Yve Chavez, "Indigenous Artists and Ingenuity at the California Missions after 1769," UCLA Art History Ph.D., committee member, 2014-2017 (graduated)

### 2012-Present **M.A. Theses**

- Shannon Rivers, "The Removal and Incarceration of Native American/Indigenous Men in Arizona, 1980-2018," UCLA American Indian Studies M.A., committee member, 2018-present
- Kelly Leah Stewart, "(Re)wrighting and (Re)righting California Indian Histories: Legacies of Saint Boniface Indian Industrial School, 1890 to 1934," UCLA American Indian Studies M.A., committee member, 2017-

2018 (graduated)

- Vanessa Cisneros, "Saginaw, Swan Creek, and Black River Tribal Journalism and the Anishinabeg Imaginary: Dibaajimowin, 1978-2016," UCLA American Indian Studies M.A., committee member, 2016-present
- David Two Eagles Streamer, "A Fight for Food: The Assault on California Indian Food Ways, 1769-1873," UCLA American Indian Studies M.A., advisor, 2016-2018 (graduated)
- Damien Montaño, "Indigenous Artistic Expression in the Crossroads of Los Angeles: Adornment, Beautification, and Guerilla Jewelry," UCLA American Indian Studies M.A., committee member, 2016-2017 (graduated)
- Jacquelyn Teran, "Colonial Order and the Origins of California Native Women's Mass Incarceration: California Missions and Beyond," UCLA American Indian Studies M.A., committee member, 2014-2015 (graduated)
- Chantal Walker, "Piyahu Nadu - Land of Flowing Waters," UCLA American Indian Studies M.A., committee member, 2013-2014 (graduated)
- Preston S. McBride, "A Blueprint for Death in U.S. Off-Reservation Boarding Schools: Rethinking Institutional Mortalities at Carlisle Indian Industrial School, 1879-1918," Dartmouth College Cultural Studies M.A., co-advisor with Colin Calloway, 2012-2013 (graduated)

#### 2013-Present **B.A. Theses**

- Jacob Lahana, "From Salvage Ethnography to the Struggle for Citizenship: Rodman Wanamaker, Joseph Dixon, and the Indian Citizenship Act of 1924," UCLA History B.A., advisor, 2016-2017. Awarded the UCLA History Department's 2017 Carey McWilliams Award Committee's Second Prize
- Jillian Tsacoyeanes, "Contextualizing Captivity: The Historical Context of Fear in Female Abenaki Captivity Narratives," UCLA History B.A., co-advisor with Ellen DuBois, 2014-2015. Awarded the UCLA History Department's 2015 Carey McWilliams Award Committee's First Prize
- Shannon Lassiter, "Andrew Jackson, the Creek War, and the Origins of Florida's Seminole Wars," UCLA History B.A., advisor, 2014-2015
- Valeria Rivera, "Captive on Their Own Land: Unfree Indian Labor in California's Missions, 1769-1836," UCLA History B.A., advisor, 2013-2014. Published in UCLA's *Quaestio: The Undergraduate History Journal* 8 (2013-2014), 149-190. Awarded the UCLA History Department's 2014 Carey McWilliams Award Committee's Noted for Scholarly Distinction Prize

## UNIVERSITY AND PROFESSIONAL SERVICE

#### 2013-Present **UCLA Service**

- African American Studies Department Adhoc Assistant Professor Search Committee, 2017
- American Indian Studies Program Graduate Admissions Committee Chair, 2017
- American Indian Studies Program Interim Chair, 2016-2017
- American Indian Studies Center Visiting Scholar Selection Committee, 2016, 2017
- American Indian Studies Center Open Rank Search Committee Chair, 2016-Present  
Hired Assistant Professor Kyle Mays and Professor Nancy Mithlo
- American Indian Studies Program Temporary Lecturer Search Committee Chair, 2016  
Hired Dr. Wendy Teeter
- American Indian Studies Program Faculty Advisory Committee, 2013-2018, 2019-Present
- American Indian Studies Program Faculty Advisory Committee Chair, 2016-2017

- American Indian Studies Program Staff Search Committee, 2017  
Hired Nóra Pulskamp
- American Indian Studies Center Research Award Selection Committee, 2014-2017
- American Indian Studies Center Ariana and Hanna Yellowthunder Scholarship Selection Committee, 2016, 2017
- American Indian Studies Center Faculty Advisory Committee, 2013-2018, 2019-Present
- History Department Assistant Professor Search Committee Member, 2020-Present
- History Department Teaching Committee, 2019-Present
- History Department Adhoc Tenure Review Committee, 2019-Present
- History Department United States Field Coordinator, 2017-2018
- History Department Chair's Advisory Committee, 2015-2016, 2017-2018
- History Department Graduate Student Affairs Committee, 2013-2016, 2017-2018
- History Department Adhoc Full Professor Search Committee, 2015
- History Department Academic Personnel Committee, 2013-2015, 2017-2018, 2019-Present

2011-2014

**Professional Service**

- The Western History Association Trennert-Iverson Award Committee, 2011-2014, 2013-2014 chair

**NANCY MARIE MITHLO, PH.D.**

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 E-mail: mithlo@ucla.edu    www.nancymariemithlo.com

**DEGREES**

Doctor of Philosophy	1993	Stanford University, Anthropology Dissertation: The Negotiated Role of Contemporary American Indian Artists Supervisors: Clifford R. Barnett, George Spindler, Rayna Green
Master of Arts	1988	Stanford University, Anthropology
Bachelor of Arts	1986	Appalachian State University, Anthropology and Art

**POSITIONS HELD****ACADEMIC**

2018–	Professor, Department of Gender Studies, University of California, Los Angeles.
2016	Faculty, School of Art, California Institute of the Arts, “History of Photography.”
2014–2018	Associate Professor of Art History and Visual Arts, Occidental College and Chair of American Indian Studies at the Autry Museum of the American West.
2011–2014	Associate Professor, Art History and American Indian Studies, University of Wisconsin-Madison.
2007–2011	Assistant Professor, Art History and American Indian Studies. University of Wisconsin–Madison.
2001–2007	Assistant Professor, Anthropology Department. Smith College.
1997–2000	Lecturer, Division of Arts and Sciences. Santa Fe Community College.
1996–2000	Temporary Part Time Faculty, American Studies. University of New Mexico.
1997–1999	Professor of Museum Studies, Institute of American Indian Arts.
1995–1997	Temporary Part Time Faculty, Native American Studies. University of New Mexico.
1994–1999	Adjunct Assistant Professor, Temporary Part Time Faculty, Anthropology Department. University of New Mexico.

**OTHER PROFESSIONAL POSITIONS**

2000	Assistant Director, Native Eyes: Indian Perspectives on Knowledge and Culture. Institute of American Indian Arts.
1997–2001	Director, Native American Arts Alliance.
1998	Producer, Living Voices. Smithsonian National Museum of the American Indian.
1994	Program Coordinator, Native American Preparatory School.
1993	Project Director, The Zuni Mission Mural Project.
1992	Acting Director, The Institute of American Indian Arts Museum.
1991	Collections Manager /Archivist, Poeh Center. Pueblo of Pojoaque.

## HONORS, GRANTS AND AWARDS

- 2017–2018 Visiting Scholar, University of California Los Angeles Institute of American Cultures, American Indian Studies Center, George A. and Eliza Gardner Howard Foundation Fellow, Brown University, Getty Research Institute Guest Researcher.
- 2017 Fellow, “Making Difficult History Public,” the 6<sup>th</sup> Annual Public History Institute, Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale University and the National Museum of African American History and Culture.
- 2016–2017 Eastern Band of Cherokee Indians, Osage Nation Foundation and MacArthur International Grant exhibit support “Wah.shka.” Venice Biennale 57th Esposizione Internazionale d’Arte.
- 2016 Selected Author, The Institute for American Indian Research (IFAIR) University of New Mexico Indigenous Book Festival: Beyond Stereotype, Prejudice, & Racism, supported by The Alfonso Ortiz Center for Intercultural Studies and the New Mexico Humanities Council.
- 2015–2018 NEA-funded Researcher. \$20,000 grant from the National Endowment for the Arts “Research: Art Works” with co-Investigator, Occidental College assistant professor of cognitive science Aleksandra Sherman. Project title: “To support: Expanding cultural competencies for interpreting American Indian subject matter in museums through cognitive perspective taking.” The Autry Museum of the American West and Occidental College.
- 2015 Summer Teachers Institute in Technical Art History Fellow, Yale University Institute for the Preservation of Cultural Heritage Conservation lab and the Yale University Art Gallery.
- 2014–2015 Native Arts and Cultures Foundation and Osage Nation Foundation exhibit support “Ga ni tha.” Venice Biennale 56th Esposizione Internazionale d’Arte.
- 2012–2013 Andy Warhol Foundation and the New Mexico Endowment for the Humanities funding for the exhibition “Thicker Than Water” Museum of Contemporary Arts, Institute of American Indian Arts.
- 2012 Georgia O’Keeffe Research Center Scholar.
- 2011–2012 School for Advanced Research Anne Ray Resident Scholar.
- 2011 UW-Madison Outstanding Women of Color Award.
- 2010–2011 University of Wisconsin System Institute on Race and Ethnicity. “American Indian Photography.”
- 2010–2011 University of Wisconsin–Madison Graduate School Research Award. “Photographer Horace Poolaw: The Calendar Maker’s Son.”
- 2009–2011 University of Wisconsin–Madison Vilas Associates Grant.
- 2009–2010 Woodrow Wilson National Fellowship Foundation Career Enhancement Fellowship for Junior Faculty.
- 2009 University of Wisconsin–Madison Graduate School Research-Service Award.
- 2009 Smithsonian National Museum of the American Indian, Indigenous Contemporary Arts Program, University of Wisconsin–Madison Graduate School, Ho-Chunk Nation. “Rendezvoused: To Go Somewhere.” Venice Biennale 53rd Esposizione Internazionale d’Arte.
- 2008–2009 The Ford Foundation, Indigenous Knowledge & Expressive Culture Portfolio. “American Indian Curatorial Practice 2008: State of the Field.”
- 2008 Stanford University Distinguished Alumni Scholar.
- 2008 University of Wisconsin–Madison Graduate School Research Award. “‘A Native Intelligence’: The Poolaw Photography Project.”
- 2007 Canada Council for the Arts Aboriginal Peoples Collaborative Exchange: International Project Grants, Institute of International Education, Smith College Harnish Fellowship. “The Requickening Project.” Venice Biennale 52nd Esposizione Internazionale d’Arte.
- 2005–2006 Mellon Foundation Faculty Partnership and Exchange Award, Smith College.
- 2005 Future of Minority Studies Mellon Fellow, Cornell University.



- 2004–2005 Visiting Faculty Fellow, Research Institute of Comparative Studies in Race and Ethnicity, Stanford University.
- 2004–2005 Jean Picker Fellowship Smith College.
- 2003 Smithsonian National Museum of the American Indian and Jean Chisolm Gardner '48 Faculty Fellowship, Smith College. "Pellerossasogna—The Shirt." Venice Biennale 50th Esposizione Internazionale d'Arte.
- 1994–1995 Kellogg Fellow, American Indian Ambassadors Program, Americans for Indian Opportunity.

## PUBLICATIONS

### BOOKS AND MONOGRAPHS

- 2009 *"Our Indian Princess": Subverting the Stereotype*. Santa Fe: School for Advanced Research Press. [P]

### BOOKS IN PREPARATION

- 2020 "A/Part of This World: Indigenous Curation at the Venice Biennale." Book manuscript in preparation. Under contract, State University of New York Press.
- 2019 "Knowing Native Arts." Book manuscript in preparation.. Anticipated release fall 2020. University of Nebraska Press..

### EDITORIAL

- 2020 Senior Editor, *American Indian Art 101*. Forcoming title from the University of New Mexico Press. [P]
- 2014 Senior Editor, *For a Love of His People: The Photography of Horace Poolaw*. New Haven: Yale University Press with the Smithsonian Institution Press. [P]
- 2012 Senior Editor, "American Indian Curatorial Practice" A dedicated volume of the *Wicazo-Sa Review* 27(1). [P]
- 2011 Senior Editor, *Manifestations: New Native Art Criticism*. Santa Fe: Museum of Contemporary Native Arts. DAP distributors.

### ARTICLES

- 2019 "How Perspective-taking in Museums Can Lead to Increased Bias: A Call for 'Less Certain' Positions in American Indian Contexts." Submitted to *Curator* journal. [P]
- 2019 Co-author, with Aleksandra Sherman and Lani Cupo "Perspective-taking Increases Emotionality and Empathy but Does Not Reduce Harmful Biases against American Indians: Converging Evidence from the Museum and Lab." Submitted to *The Journal of Experimental Social Psychology*. [P]
- 2019 "The Artist Knows Best: The De-Professionalism of a Profession." Submitted to *UCLA American Indian Culture and Research Journal* Special Issue "Fraud in American Indian Arts."
- 2019 "Native American Art 101." In *Understanding and Teaching Native American History* edited by Brady DeSanti and Kristofer Ray, forthcoming title from the University of Wisconsin Press. [P]
- 2019 "Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths," reprinted in *Knowledge for Justice: An Ethnic Studies Reader* co-published by the four ethnic studies (edited by David Yoo, vice-provost of the Institute of American Cultures). [P]
- 2018 "The Gaze in Indigenous Art - Depictions of the Body and Nudity." In *American Indian Art 101* forthcoming title from the University of New Mexico Press. [P]
- 2017 "In the Silence of Dusk: An Indigenous Reading of the West." In *Art of the West* in press from the Autry Museum of the American West and the University of Oklahoma Press. [P]

- 2016 “Afterword” contribution to the exhibit catalogue *New Century: The Life and Legacy of Cherokee Artist and Educator Lloyd “Kiva” New* - The Museum of Indian Arts and Culture, the IAIA Museum of Contemporary Native Arts, and the New Mexico Museum of Art.
- 2014 “Horace Poolaw ‘Pictures by an Indian.’” In *For a Love of His People: The Photography of Horace Poolaw*. New Haven: Yale University Press with the Smithsonian Institution Press. pp 84-95. [P]
- 2013 “Here Now, But Not Always: Native Arts and the Museum.” *El Palacio*, Vol. 118, no. 4: 22-27. [P]
- 2012 “Within and Outside: The American Indian Presence at the Venice Biennale, 1999-2011,” in *Gli Indiani d’America e L’Italia*, vol. 4 Edited by Fedora Giordano, Alessandria, Italy, Edizioni dell’Orso. [P]
- 2012 “No Word for Art in Our Language?--Old Questions, New Paradigms.” *Wicazo-Sa Review* 27(1):111-126. [P]
- 2012 “‘Silly Little Things’: Framing Global Self-Appropriations in Native Arts.” In *No Deal! Indigenous Arts and the Politics of Possession*. ed. Tressa Berman. School for Advanced Research Press pp. 188-205. [P]
- 2011 “Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths.” *American Indian Culture and Research Journal* 35(4): 103-118. [P]
- 2011 “The First Wave...This Time Around.” In *Manifestations: New Native Art Criticism*, ed. Nancy Marie Mithlo, Pp. 18-27. Santa Fe: Museum of Contemporary Native Arts.
- 2011 Co-author with Tressa Berman - “‘The Way Things Are,’ Curating Place as Feminist Practice in American Indian Women’s Art.” In *Entering the Picture, Judy Chicago, The Fresno Feminist Art Program, and the Collective Visions of Women Artists*, ed. Jill Fields, Pp. 267-282. New York, NY: Routledge. [P]
- 2010 “The Political Aesthetic of Imaginary Landscapes.” In *LAND/ART New Mexico: A Collaborative Exploration of Land-based Art*, Pp. 94-101. Santa Fe: Radius Books.
- 2009 “Elisabetta Frasca Intervista Nancy Marie Mithlo,” “Inclusione ed Esclusione: La Presenza Nativa Americana Alla Biennale di Venezia, 1999-2009.” *Antropologia Museale. Rivista Quadrimestrale Della Società Italiana per la Museografia e i Beni Demoetnoantropologici* 8, (23/24): 72-78. [P]
- 2009 “‘A Real Feminine Journey’: Locating Indigenous Feminisms in the Arts.” *Meridians: Feminism, Race, Transnationalism*. 9(2)31: 1-30. [P]
- 2008 “A Realist View of Image Politics: Reclamation of the ‘Every Indian.’” In *[Re]inventing the Wheel: Advancing the Dialogue on Contemporary American Indian Art*. Nancy J. Blomberg, ed. Pp. 105-125. Denver: Denver Art Museum.
- 2007 “What We Do and Do Not Talk About: The Place of Indigenous Arts Dialogue.” In *Unlimited Boundaries: Dichotomy of Place in Contemporary Native American Art*. Pp. 4–7. Albuquerque: The Albuquerque Museum of Art and History.
- 2006 “‘Give, Give, Giving’: Cultural Translations.” In *Vision, Space, Desire: Global Perspectives and Cultural Hybridity*. Pp. 84–97. Washington, DC: Smithsonian National Museum of the American Indian. [P]
- 2006 “Native American Art in a Global Art Context: Politicization as a Form of Aesthetic Response.” In *Exploring World Art*. Eric Venbrux, Pamela Sheffield Rosi, and Robert L. Welsch, eds. Pp. 371–87. Long Grove, IL: Waveland Press. [P]
- 2005 “Re-appropriating Redskins—Pellerossasogna (Red Skin Dream): Shelley Niro at the 50th La Biennale di Venezia.” *Visual Anthropology Review* 20 (2): 22–35. [P]
- 2004 “‘Red Man’s Burden’: The Politics of Inclusion in Museum Settings.” *American Indian Quarterly* 28(3 /4): 743–63. [P]
- 2004 “The Redskins Critique—Trying to Experience the World Like the First Time.” *Red Ink* 11(2): 28–32. [P]



- 2004 “‘We Have All Been Colonized’: Subordination and Resistance on a Global Arts Stage.” *Visual Anthropology* 17 (3 /4): 229–45. [P]
- 2003 “Red Skin Dreams.” In *La Biennale di Venezia 50 Esposizione Internazionale D’Arte: Dreams and Conflicts—The Dictatorship of the Viewer*. Francesco Bonami and Maria Luisa Frisa, eds. Pp. 642–43. Venice: Marcilio Editori.
- 2003 “Staging the Indian: The Politics of Representation.” *American Anthropologist* 105(1): 156–161. [P]
- 2001 “IAIA Rocks the Sixties: The Painting Revolution at the Institute of American Indian Arts.” *Museum Anthropology* 24(2 /3): 63–68. [P]
- 2001 “Umbilicus.” In *La Biennale di Venezia 49 Esposizione Internazionale D’Arte: Plateau of Human-kind*. Harald Szeeman and Cecilia Liveriero Lavelli, eds. Pp. 208–09. Milan: Electa.
- 2000 “Two Hours.” In *Anticipating the Dawn: Contemporary Art by Native American Women*. Pp. 5–8. Gardiner Art Museum, Oklahoma State University.
- 2000 “Contributor.” In *Who Stole the Tee Pee?* Fred Nahwoosky and Richard Hill, Sr. eds. Pp. 18, 59, 64, 78. Atlatl, Inc.
- 1999 “Ceremonial.” In *La Biennale di Venezia 48 Esposizione Internazionale D’Arte: Aperto Over All*. Harald Szeeman and Cecilia Liveriero Lavelli, eds. Pp. 212–15. Venice: Marcilio Editori.
- 1999 “Inside Out: How Art Defines Us.” In *Clay People: Pueblo Indian Figurative Traditions*. Pp. 11–19. Santa Fe: Wheelwright Museum of the American Indian.
- 1998 “Lost O’Keeffes/Modern Primitives: The Culture of Native American Art.” Pp. 53–63.  
“On an Ordinary Day.” Pp. 81–84. “Conspiracy Theory.” Pp. 135–38. In *Reservation X*. Seattle: University of Washington Press.
- 1995 “History Is Dangerous.” *Museum Anthropology* 19(2): 50–57. [P]

## REVIEWS

- 2014 Unsettling America: The Uses of Indianness in the 21st Century by C. Richard King. *American Indian Culture and Research Journal*: Vol. 38, No. 3.
- 2014 Visualities: Perspectives on Contemporary American Indian Film and Art edited by Denise K. Cummings. *Great Plains Quarterly*, Vol. 34, No. 1, Winter, 2014.
- 2008 Picturing Indians: Photographic Encounters and Tourist Fantasies in H.H. Bennett’s Wisconsin Dells. *Visual Anthropology Review* 27(1).
- 2007 Alanis Obomsawin: The Vision of a Native Filmmaker. *American Anthropologist* 109(4): 749–750.
- 2002 Grave Injustice: The American Indian Movement and NAGPRA. *American Indian Culture and Research Journal* 27(2): 124–26.
- 2002 Culture in the Marketplace. *Museum Anthropology* 25(2): 78–80.
- 2002 The Institute of American Indian Arts Modernism and U.S. Indian Policy. *American Indian Culture and Research Journal* 26(1): 149–51.
- 2001 The Changing Presentation of the American Indian: Museums and Native Cultures. *American Indian Culture and Research Journal* 25(1): 151–54.
- 2001 Team Spirits: The Native American Mascots Controversy. *American Indian Culture and Research Journal* 25(3): 222–24.
- 2000 The Zuni Enigma. *American Indian Culture and Research Journal* 24(4): 220–23.

## REFERENCE CONTRIBUTIONS

- 1997 Contributor. In *St. James Guide to Native North American Artists*. Roger Matuz, ed. Pp. 492–96, 560–61. Detroit: St. James Press.
- 1996 Social Science Research. In *NAES College Guide to Research*. David R. M. Beck, ed. Pp. 11–12. Chicago: American Indian Press.
- 1990 (Joint authorship) Green, Rayna and Nancy M. Mitchell eds. *American Indian Sacred Objects, Skeletal Remains, Reparation and Reburial: A Resource Guide*. The American Indian Program, Smithsonian National Museum of American History.

## PUBLIC SCHOLARSHIP

- 2019 “Tarantino’s ‘Dead Indians’ and the Roots of American Violence.” *Indian Country Today*. August 9.
- 2018 Final Report National Endowment for the Arts “Research: Art Works” with co-Investigator, Aleksandra Sherman. Project title: “To support: Expanding cultural competencies for interpreting American Indian subject matter in museums through cognitive perspective taking.”
- 2018 “‘The Great Hurt’: Pathways to Survival.” Catalogue essay for *Re-Riding History: From the Southern Plains to the Matanzas Bay*, Trout Gallery, Dickinson College.
- 2017 “Decentering Durham.” *First American Art Magazine*. Issue No. 16, Fall, pp. 84-85.
- 2017 Conversation with editor Marcella Ernest, “Sounding Out! Podcast #60: Standing Rock, Protest, Sound and Power (Part 1).” March 30. <https://soundstudiesblog.com/?s=mithlo>
- 2016 Conversation with editor Marcella Ernest and discussant Candace Galla, “Sounding Out! Podcast #58: The Meaning of Silence.” September 29. <https://soundstudiesblog.com/2016/09/29/sounding-out-podcast-58-the-meaning-of-silence/>
- 2015 Exhibit Essay for “Emily Arthur: Endangered” University of Nevada, Reno, Sheppard Contemporary and University Art Galleries.
- 2015 “Re-Riding History: From the Southern Plains to the Matanzas Bay” exhibit essay and text panels. Crisp-Ellert Art Museum, Flagler College, St. Augustine, FL.
- 2014 “Cultural Amnesia Meets Burning Historical Memory” *The Autry Blog*. December.
- 2014 “Seven Directions.” *First American Art Magazine*. Issue No. 3, Summer.
- 2013 “In ‘Lone Ranger’ Times, There Were No Female Indians. Wait, What?” *Indian Country Today*. June 9.
- 2012–2015 Lead researcher for “American Indian Art 101,” textbook proposal drawing from the collection of the Institute of American Indian Arts, Museum of Contemporary Native Art. Manuscript pre-proposal offered from the University of New Mexico Press. Submitted successful grant proposal for publication subvention funding from The Elizabeth Firestone Graham Foundation.
- 2011 “Manifestations: New Native Art Criticism.” Curriculum Guide. Institute of American Indian Arts and the Ford Foundation. <http://old.iaia.edu/museum/vision-project/curriculum-guide/>
- 2009 Senior Editor of symposium proceedings, “Visiting: Curatorial Conversations in Native North American Art.” University of Wisconsin–Madison and the Ford Foundation.
- 2008 “Ode to Harry: In Memory of Harry Fonseca.” Video Production. *Native American Modern, 1960 to the Present* exhibition. Wheelwright Museum of the American Indian.
- 2007 “Being and Belonging: The State of the Field.” *The Aboriginal Curatorial Collective Online* Features: Winter.
- 2002 “Talkin’ ’Bout T. C. Cannon.” *THE Magazine* 10(2): 20.
- 2000 “‘No John Wayne, No Jesus Christ, No Geronimo’: The Native American Arts Alliance at the Venice Biennale.” *THE Magazine* 7(2): 37–39.
- 1999 “Changing Women: Native Images in Stone.” *Divergent Worlds: Mateo Romero*. Institute of American Indian Arts Museum.

- 1998 “Let Me Tell You Something: Talking on Canvas.” *Indian Market Magazine*. Southwestern Association for Indian Arts, Inc. Pp. 38–45.
- 1994 “Demonstrations of Culture, Charlene Teters: The Rosa Parks of Campus Racism.” *Crosswinds* 6(4): 15–16.
- 1993 “Still Going Strong: Zuni Muralist Alex Seotewa.” *Crosswinds* 5(9): 22, 25.
- 1993 “Red Power.” *Crosswinds* 5(9): 26–27.
- 1993 “Identities Clarified?” Letters, *Art in America* 81(7): 23.

#### PROFESSIONAL SESSIONS ORGANIZED

- 2019 Session co-organizer with Nigel Borell, “Beyond the Beyond: Transforming Interpretative Frames in Dance, Music, Photography and Painting.” Native American Indigenous Studies Association, Hamilton, New Zealand (Aotearoa).
- 2018 Local Host Roundtable, “Fraud and American Indian Representation in Museums.” Native American Indigenous Studies Association, Los Angeles, CA.
- 2018 Co-chair with Yve Chavez, “Visualizing Genocide: Re-telling Native American Survival through Art.” College Art Association Conference, Los Angeles, CA.
- 2016 “Stolen Lives: Remembering Carlisle Indian Industrial School.” Featuring artists Emily Arthur and Shan Goshorn. Autry Museum of the American West.
- 2015 Co-chair with Amy Lonetree, “Archival Interventions: Writing Visual Histories.” Native American Art Studies Association, Santa Fe, NM.
- 2015 Symposium chair, *Ga ni tha*, Università IUAV di Venezia.
- 2014 “American Indian Art 101 - Pedagogies for Indigenous Thinking.” International Conference of Indigenous Archives, Libraries, and Museums sponsored by the Association of Tribal Archives, Libraries, and Museums, Palm Springs, CA.
- 2013 Co-convenor with Mario Caro, “The Patronage of Native Arts.” Native American Art Studies Association, Denver, CO.
- 2013 “Convergence II.” Casa del Cinema, Venice Italy chaired by Henry Drewal (Professor, University of Wisconsin-Madison, Departments of Art History & Afro-American Studies) and Maria Luisa Ciminelli, (Università Ca’ Foscari Venezia, Department of Philosophy and Cultural Heritage). In association with “Air, Land, Seed” exhibition, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2013 “Thicker Than Water.” Museum of Contemporary Native Art exhibit symposium.
- 2012 “Native Arts Come of Age - Insiders on the Outside: Indigenous Knowledge and New Arts Paradigms.” Mohegan Nation, Native American and Indigenous Studies Association.
- 2012 “What We Learned: The Changing Landscape of Curatorial Practices.” International Symposium on Electronic Art, Albuquerque: Machine Wilderness.
- 2011 “Convergence II.” Casa del Cinema, Venice Italy. In association with “Epicentro: Re Tracing the Plains” exhibition, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2011 “Blood Memory: Indigenous Genealogies and Imagined Truths.” New York, NY. Critical Aesthetics: Essentialism and Contemporary Native Art Symposium, Smithsonian National Museum of the American Indian, George Gustav Heye Center.
- 2009 “Enactments of Imaginary Selves – Being and Becoming in the Postmodern Divide.” Canadian Aboriginal Curators Delegation, 2009 Venice Biennale. Dipartimento di Studi Europei e Postcoloniali, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2008 “American Indian Curatorial Practice 2008: State of the Field.” University of Wisconsin–Madison and the Ford Foundation.

- 2007 “The Requickening Project.” Venice, Italy. Dipartimento di Studi Europei e Postcoloniali, Università Ca’ Foscari Venezia, Palazzo Cosulich.
- 2005 “Native Identity and Global Art Contexts: The Venice Biennale.” Palo Alto, CA. Stanford University Research Institute of Comparative Studies in Race and Ethnicity.
- 2004 “What the Rest Think When Not Contemplating the West: A New Anthropology of Art in Native American (and Other...) Contexts.” Atlanta, GA. American Studies Association.
- 2003 “Indigenous Arts on a World Stage.” Salem, MA. Native American Art Studies Association.
- 2000 “Expanding Awareness of Native Art.” New York, NY. Atlatl: National Service Organization for Native American Arts.

## SCHOLARLY LECTURES

### Invited Lectures

- 2019 “Reflections: Saturdays with Harry,” Autry Museum of the American West, Coyote Leaves the Res: The Art of Harry Fonseca, May 25.
- 2019 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums,” Los Angeles County Museum Natural History Museum, Museum’s Research and Collections seminar series, April 11.
- 2019 “Knowing Native Arts” Department of Art History, UiT - The Arctic University of Tromsø, Norwegian Crafts and The Worlding Northern Art Network (WONA) at UiT, March 20.
- 2019 “Community Based Curation in Indigenous Contexts,” Nordnorsk Kunstmuseum (Tromsø, Norway) in association with Norwegian Crafts and The Worlding Northern Art Network (WONA) at UiT - The Arctic University of Norway seminar In{DI}genuity: Curating Materiality March 19.
- 2018 “The Contrast,” Palm Springs Art Museum Unsettled exhibition lecture November 11.
- 2018 “The Manner in Which Knowledge Grows: Indigenous Arts and Curation in Practice.” Museum of Anthropology, Museum and Heritage Studies and the Department of Anthropology, University of Denver.
- 2018 “Seeing American Indians: Scientific Interventions and Museum Fictions.” Humanities Research Centre at the Australian National University conference *Imagineers in Circus & Science*.
- 2018 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums” in the Thirty-Fourth Annual Visual Research Conference, American Anthropological Association conference, San Jose, CA.
- 2017 “Positioning Native Arts Within Native Studies.” The California Center for Native Nations, University of California, Riverside.
- 2017 “The Indigenous Other: Native Photography’s Desires and Discontents.” Getty Research Institute Art and Anthropology conference.
- 2015 “The Encyclopedic Gaze: American Indian Photographers’ Re-appropriations.” Autry Museum of the American West all-staff presentation.
- 2015 “Talk Back/Back Talk: Native Art’s Visual Re-mix.” The University of Oklahoma, Fred Jones Jr. Museum of Art.
- 2015 “Global Indigeneities in Art.” Sheppard Contemporary and University Art Galleries, University of Nevada, Reno.
- 2014 “Native Film: Indigenous Readings.” California Institute of Technology.
- 2014 “High Contrast: The Use, Abuse and Potential for Binary Visual Constructions of Indigeneity.” Occidental College.
- 2014 ““Can You Hear Me?” Silence as an Indigenous Representational Strategy in Film.” Native FilmFest, Agua Caliente Cultural Museum.

- 2012 “Orality and the Native Image.” School for Advanced Research.
- 2012 “The New Now: Native Women Artists Defining the Moment.” The Heard Museum North, Scottsdale, AZ.
- 2012 “High Contrast: The Enduring Paradox of Native Photography.” Georgia O’Keeffe Research Center.
- 2012 “Pride, Prejudice, and Power: Indigenous Arts Movements at Home and Abroad.” School for Advanced Research Membership Lecture, New Mexico History Museum.
- 2011 “Reading the Image: The Photography of Horace Poolaw in Context.” School for Advanced Research Colloquium.
- 2009 “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” School for Advanced Research Speakers Series.
- 2009 “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” Plenary Speaker for the Fourth International Conference on the Arts in Society, Istituto Veneto di Scienze, Lettere ed Arti.
- 2009 “Rendezvoused: To Go Somewhere, Indigenous Curatorial Strategies.” Scuola di Specializzazione in Beni Demoetnoantropologici (Higher School in Cultural Heritage) of the University of Perugia, Italy.
- 2009 “American Indians and Museums: The Love/Hate Relationship at Thirty.” For the symposium “Native American History: Current and Future Directions: A Symposium in Honor of Neal Salisbury.” Smith College.
- 2009 “Is There Really No Word for Art in Our Language? Old Questions and New Paradigms.” University of Wisconsin–Whitewater Native Pride Lecture Series.
- 2009 “The Poolaw Photography Project.” Savannah College of Art and Design.
- 2008 “‘A Native Intelligence’: The Poolaw Photography Project 2008.” The Center for the History of Print Culture in Modern America, University of Wisconsin–Madison.
- 2007 “The New Thing Is Old News: Post Identity, Claims, Realism and Radical Restructuring.” Eiteljorg Fellowship for Native American Fine Art. Eiteljorg Museum.
- 2007 “Indigenous Influences in Reshaping Academia.” The Social Thought and Political Economy Program, University of Massachusetts Amherst.
- 2006 “Cultural Translations: Articulating an Indigenous Aesthetic.” Contemporary Curatorial Visions Lecture Series. University of Colorado at Colorado Springs.
- 2006 “A Thousand Roads and SUITE: Indian: New Indigenous Media.” Faculty Film Series. Smith College.
- 2005 “Collecting Contemporary Art in a Global Context.” Director’s Advisory Council, The Iris and B. Gerald Cantor Center for Visual Arts, Stanford University.
- 2005 “Atanarjuat: The Fast Runner: 4000 Years of Inuit Storytelling.” Indigenous Smith Students and Allies (ISSA) Indigenous Film Festival. Smith College.
- 2005 “The Power of Self-Representation: The Indigenous Arts Action Alliance at the Venice Biennale.” Smithsonian Institution National Museum of the American Indian, Washington, DC..
- 2005 “Inversion and Identity: Native American Stereotypes of Whites.” Department of Cultural and Social Anthropology, Stanford University.
- 2004 “Soul Repairs: Native Photography in a Post-Curtis Frame of Mind.” The Pam Hanitchak Lecture Series. Native American Cultural Center, Stanford University.
- 2003 “Women in the Arts: Roxanne Swentzell.” Traditions Transformed Lecture Series. Museum of Indian Arts and Culture, Museum of New Mexico.
- 2003 “A Global Aesthetic: Lloyd New’s Vision at the Venice Biennale.” Traditions Transformed Lecture Series. Museum of Indian Arts and Culture, Museum of New Mexico.
- 2001 “‘Red Man’s Burden’: The Politics of Inclusion in Museum Settings.” Anthropology Department,

Smith College.

- 2000 “A Real Feminine Journey: Native American Women’s Career Strategies in the Contemporary Arts Movement.” Colloquium Series, School of American Research.
- 1998 “Collecting Contemporary American Indian Art.” Heard Museum.
- 1996 “Talking About Indian Arts: Problems and Solutions.” Museum of Indian Arts and Culture, Museum of New Mexico.
- 1996 “The Top Three Indian Art Clichés.” Wheelwright Museum of the American Indian.
- 1995 “Art and Culture as Commodity.” Museum of Fine Arts, Museum of New Mexico.

#### Invited Panels

- 2017 With Co-researcher Aleksandra Sherman - “Science Meets the Museum: *Seeing American Indians*.” Works in Progress, Autry Museum of the American West, Los Angeles, CA.
- 2017 Presenter with Tom Jones and Eve-Laurn Little Shell LaFountain, “D\*STAR \* destabilize \* decolonize \* disrupt \* systems of assumptions and references.” California Institute of the Arts Paul Brach Visiting Artist Lecture Series.
- 2016 “Taking it to the Next Level: Challenges and Promises of Internationalizing Indigenous Arts.” Native American and Indigenous Studies Association, Honolulu, Hawaii
- 2015 “Re-Riding History: From the Southern Plains to the Matanzas Bay.” Crisp-Ellert Art Museum, Flagler College, St. Augustine, Florida.
- 2014 “Conversations on Art, Culture and Museums.” Claremont Graduate University.
- 2014 “Women in Cultural Preservation.” In “Risk and Reinvention: How Women are Changing the World” Women’s International Study Center, Santa Fe, NM.
- 2014 “Identity & Innovation: Creativity in 20th Century Native American Art.” Phlibrook Museum of Art.
- 2013 “The Great Debates: Fusion/Inclusion/Exclusion.” for the conference, “Rethinking New Mexico Art,” New Mexico Museum of Art.
- 2013 “Modernist Encounters and Contemporary Inquiry: Art, Appropriation, and Cultural Rights.” Georgia O’Keeffe Museum.
- 2012 “Documenting Collections and Artists: Making the Artwork Come Alive.” School for Advanced Research.
- 2012 “Professors Unfolding Contemporary Art in Academia: Research & Writing.” Oklahoma Visual Arts Coalition, Fred Jones Jr. Museum of Art, University of Oklahoma.
- 2011 “15th Native American Film + Video Festival.” Smithsonian National Museum of the American Indian, George Gustav Heye Center.
- 2011 Moderator, “Native American Women Artists of the Plains.” Brooklyn Museum. In conjunction with the exhibition *Tipi: Heritage of the Great Plains*. [https://www.youtube.com/watch?v=uJZCn\\_Ywj1o](https://www.youtube.com/watch?v=uJZCn_Ywj1o)
- 2009 “Expanding the Narrative.” University of Wisconsin–Madison School of Education’s *A Common Read-Expanding the Narrative Series*.
- 2009 “Essential Aesthetics: An Exploration of Contemporary Indigenous Art and Identity.” Institute of American Indian Arts.
- 2008 “Advancing the Dialogue Convening.” Ford Foundation.
- 2007 Unlimited Boundaries: Dichotomy of Place in Contemporary Native American Art, The Albuquerque Museum of Art and History in collaboration with the Indian Pueblo Cultural Center.
- 1999 “Contemporary Native Art Issues.” Clay People Symposium. Wheelwright Museum of the American Indian.
- 1999 “Culture of Oppression.” American Indian Ambassadors Program, Americans for Indian Opportunity.



## Conference Presentations

- 2019 “When Perspective-Taking Leads to Bias – The Double Bind of Museum Didactics.” Native American Indigenous Studies Association Conference, The University of Waikato, Aotearoa, June 29. Session title: “Beyond the Beyond: Transforming Interpretative Frames in Dance, Music, Photography and Painting.”
- 2019 “De-Centering Durham: The State of Native Arts Scholarship in an Age of Unbridled Fraud,” American Alliance of Museums Annual Meeting. Session “Ethnic Fraud and American Indian Representation in Museums,” May 20.
- 2019 “Keeping Up ‘The Good Fight’: First World Activism as a Strategy of Oppression,” Philosophies of Liberation Encuentro, Meeting of the Asociación de Filosofía y Liberación (AFyL), USA, CASA 0101 and Loyola Marymount University, Los Angeles, CA, May 18.
- 2018 “Seeing American Indians: Self, Other, and the Role of Visitor Mindsets in Museums,” with co-researcher Aleksandra Sherman, American Anthropological Association Annual Meeting, Society for Visual Anthropology, The Thirty-Fourth Annual Visual Research Conference November 13.
- 2018 “Indigenous Arts and Audiences: Influence and Impact at the Venice Biennale.” International Conference on the Arts in Society, Vancouver, BC.
- 2018 “Owning Hate, Owning Hurt: The Aesthetics of Violence in American Indian Contemporary Art.” College Art Association. Los Angeles, CA.
- 2016 With Co-researcher Aleksandra Sherman - “Expanding Cultural Competencies for Interpreting American Indian Subject Matter in Museums through Cognitive Perspectives.” International Conference on the Arts in Society, Los Angeles, CA.
- 2015 “Indigenous Presence at the Global Stage of the Venice Biennale.” Indigenous and Decolonial Practices and Imaginaries Symposium, University of Southern California.
- 2014 “Native Arts Education in Motion: Fifty Years of Cultural Sustainability at the Institute of American Indian Arts.” In “The Changing Role of Pueblo Art In Southwest Native American Cultures, Past and Present,” The Society for Applied Anthropology, Albuquerque, NM.
- 2013 “‘The Manner in Which Knowledge Grows’ – The Challenge of Native American Art and Material Culture Today.” In “Museum Methodologies and Collaborations: Papers in Honor of Nancy J. Parezo,” American Anthropological Association, Council for Museum Anthropology, Chicago, IL.
- 2013 “Innovations in Methodologies for Criticism of Contemporary American Indian Art.” 14th Annual Conference of the American Indian Studies Association, Arizona State University.
- 2012 “Americana Indian - Thinking Twice about Images That Matter.” TEDxABQ Women 2012 – “The Space Between,” South Broadway Cultural Center, Albuquerque, NM.
- 2012 “Indigenous Curatorial Methodologies – Paradigms of Intellectual Thought and Practice in the Setting of the Venice Biennale.” In “Indigenous Peoples and the Biennale: Coequality and Contemporary Art,” University of Venice Ca’ Foscari.
- 2011 “‘On the Other Side of this Ocean’: The Limits of Knowledge as an Aesthetic Framework.” College Art Association. New York, NY.
- 2011 “Sexuality and Native Women in Film: Freedom or Exploitation?” Native American Indigenous Studies Association. California State University-Sacramento.
- 2010 “Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths.” Native American and Indigenous Studies Association. University of Arizona.
- 2008 “A Decade of Indigenous Curation at the Venice Biennale.” Poster Session. College Art Association. Dallas, TX.
- 2007 Native Scholars Caucus. Future of Minority Studies. University of Wisconsin–Madison.
- 2007 “Thinking Outside the Glass Box: The Legacy of Michael Ames.” American Anthropological Association. Washington, DC.

- 2007 "Ethics and Examples." Society for Visual Anthropology. American Anthropological Association. Washington, DC.
- 2007 "A Decade of Indigenous Curation at the Venice Biennale." Coralling Art: Aboriginal Curatorial Practice in the Prairies and Beyond. Aboriginal Curatorial Collective and TRIBE.
- 2006 "Being Indian, Playing Indian: The Visual Legacies of Horace Poolaw and Yeffe Kimball." 20th Annual Visual Research Conference, Society for Visual Anthropology. San Jose, CA.
- 2006 "American Indians and Museums: The Love/Hate Relationship at Thirty." Museums and Native Knowledge. Arizona State University.
- 2006 "The White Man's Indian and the Indian Women's White: Inversion and the Death of Parody." [Re]inventing the Wheel: Advancing the Dialogue: Critical Issues in Contemporary American Indian Art. Denver Art Museum.
- 2005 "Give, Give, Giving: Indigenous Translations." Vision, Space, Desire: Global Perspectives and Cultural Hybridity. Smithsonian National Museum of the American Indian. Venice, Italy.
- 2005 "Feminist Identities, Global Struggles." Future of Minority Studies. Cornell University.
- 2003 "The Redskins Critique." Native American Art Studies Association. Peabody Essex Museum.
- 2002 "'We Have All Been Colonized': Subordination and Resistance on a Global Arts Stage." Society for Visual Anthropology, American Anthropological Association. New Orleans, LA.
- 2001 "No John Wayne, No Jesus Christ, No Geronimo: A Native American Presentation at the Venice Biennale." Society for Visual Anthropology, American Anthropological Association. Washington, DC.
- 2001 "Ceremonial." Society for Visual Anthropology Film and Video Festival. American Anthropological Association. Washington, DC.
- 2001 "Articulating an Indigenous Aesthetic: Challenges from Indian Art Education and Contemporary Native Art Curation." Art Libraries Society of North America. Los Angeles, CA.
- 2001 "The Politics of Indian Princess Pageants." Native American Regional Conference, Ohio Arts Council. Cleveland, OH.
- 2001 "The Ethical, Legal and Social Implications of the Human Genome Project." Dartmouth College.
- 2000 "Anticipating the Dawn." Gardiner Art Gallery, Oklahoma State University.
- 1997 "Voices, Questions, Methods: The Practice of Native American Art History." Otsego Institute for Native American Art History, Fenimore House Museum.
- 1997 "Beauty and Power." Native American Art Studies Association. Berkeley, CA.
- 1996 "Is There Really No Word for Art in Our Language?" Atlatl: National Service Organization for Native American Arts. Tulsa, OK.
- 1996 "The People's Way: Native Anthropologists Doing Anthropology in Their Own Tribal Setting." World Indigenous People's Conference. Albuquerque, NM.
- 1995 "Is There Really No Word for Art in Our Language?" Native American Art Studies Association. Santa Fe, NM.
- 1993 "Universalism: A Tool for Exclusion." Native American Art Studies Association. Santa Fe, NM.
- 1993 "Why Do Indians Make Art? Role and Restriction in Santa Fe." American Ethnological Society and Council for Museum Anthropology joint meeting. Santa Fe, NM.
- 1993 "The 'Official' Version of Chiricahua Culture: Struggles Defining Our Nation." American Anthropological Association. Washington, DC.

#### CRITICAL REVIEWS OF MY WORK

- 2018 Donna Bryson "From Moccasins to Louboutins: An Evolution of Indigenous Art." Christian Science Monitor, October 15. <https://www.csmonitor.com/The-Culture/Arts/2018/1015/From-moccasins-to-Louboutins-an-evolution-of-indigenous-art>



- 2017 Ryan Rice. "Trouble Me Venice: An Indigenous Curator's View of the Biennale." *Canadian Art*. May 30, 2017. <http://canadianart.ca/reviews/ryan-rice-venice-biennale/>
- 2017 Sarah Tamashiro "La Biennale di Venezia." *First American Art Magazine*. Issue 16, Fall, Pp 78-79.
- 2017 *Our Indian Princess: Subverting the Stereotype* featured in the Billie Jane Baguley Library and Archives Collection Spotlight, Heard Museum. <http://heard.org/news/billie-jane-baguley-library-archives-collection-spotlight-march-2017/>
- 2016 Bill Anthes. "For a Love of His People: The Photography of Horace Poolaw." *Winterthur Portfolio* 50 (2/3):199.
- 2015 Alexander Brier Marr. "Review: For a Love of His People: The Photography of Horace Poolaw, Edited by Nancy Marie Mithlo." *Afterimage: The Journal of Media Arts and Cultural Criticism* 42 (6): 36-37. doi:10.1525/aft.2015.42.6.36.
- 2015 Andrea Falco. "Freedom to Be: Nancy Marie Mithlo and Native Artists in Venice." *Venezia News* September.
- 2015 John Paul Rangel. "*Ga ni tha*, Three Native Women, and the Venice Biennale." *First American Art*, No. 8 Fall.
- 2015 Dawn Morais. "NACF Fellows Bring Hawaii to the 2015 Venice Biennale." *Huffington Post*, June 6. [http://www.huffingtonpost.com/dawn-morais/nacf-fellows-bring-hawaii\\_b\\_7520406.html](http://www.huffingtonpost.com/dawn-morais/nacf-fellows-bring-hawaii_b_7520406.html)
- 2015 Enzo Di Martino. "A Palazzo Grimani c'è Rauschenberg, arte classica alla Fondazione Prada." *Il Gazzettino*, 6 Maggio.
- 2015 Marr, Alexander Brier. "For a Love of His People: The Photography of Horace Poolaw." *Afterimage*; Rochester Vol. 42, Iss. 6, (May/Jun 2015): 36-37.
- 2015 Holland Cotter. The New York Times, January 8. "Going Mainstream on Their Own Terms: Photographs by Horace Poolaw at National Museum of the American Indian." <http://www.nytimes.com/2015/01/09/arts/design/photographs-by-horace-poolaw-at-national-museum-of-the-american-indian.html>
- 2014 Paul Weideman. "A Gaze of Intelligence: The Photos of Native Visionary Horace Poolaw." *The Santa Fe New Mexican - Pasatiempo*, August 15. [http://www.santafenewmexican.com/pasatiempo/art/a-gaze-of-intelligence-the-photos-of-native-visionary-horace/article\\_47a42d9c-817b-5227-ae9f-c5550da14a10.html](http://www.santafenewmexican.com/pasatiempo/art/a-gaze-of-intelligence-the-photos-of-native-visionary-horace/article_47a42d9c-817b-5227-ae9f-c5550da14a10.html)
- 2014 "For a Love of His People, The Photography of Horace Poolaw," exhibit catalogue named as a *New York Times* Holiday Gift Guide selection. [http://www.nytimes.com/interactive/2014/multimedia/2014-holiday-gift-guide.html?\\_r=0 - page/books/for-a-love-of-his-people-the-photography-of-horace-poolaw](http://www.nytimes.com/interactive/2014/multimedia/2014-holiday-gift-guide.html?_r=0 - page/books/for-a-love-of-his-people-the-photography-of-horace-poolaw)
- 2013 Laura Graveline, Visual Arts Librarian, Sherman Art Library, Dartmouth College. Review of Manifestations: New Native Art Criticism, ed. by Nancy Mithlo. Museum of Contemporary Native Arts for Art Libraries Society of North America. <https://www.arlisna.org/images/reviews/2013/01/mithlo.pdf>
- 2011 Review, Manifestations: New Native Art Criticism, Part 1 and Part 2 <http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art.html> [http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art\\_06.html](http://ahalenia.blogspot.com/2011/12/review-manifestations-new-native-art_06.html)
- 2011 Ahalenia; Native American Art History, Writing, Theory, and Practice. "A Realist View of Image Politics Reclamation of the 'Every Indian'" In *[Re]inventing the Wheel: Advancing the Dialogue on Contemporary American Indian Art*. Nancy J. Blomberg, ed. Pp. 105-125. Denver: Denver Art Museum. <http://ahalenia.blogspot.com/2011/01/wheel-nancy-marie-mithlo.html>
- 2011 Stephanie May de Montigny. Museum Anthropology Review, Vol. 5, No 1- "*Our Indian Princess*": *Subverting the Stereotype*. Nancy Marie Mithlo. Santa Fe, NM: School for Advanced Research Press, 2009. <http://scholarworks.iu.edu/journals/index.php/mar/article/view/1202/1372>
- 2011 Carmen L. Robertson. The Canadian Journal of Native Studies, Vol. 31, No. 2 "*Our Indian Princess*": *Subverting the Stereotype*. Nancy Marie Mithlo. Santa Fe, NM: School for Advanced Research Press, 2009.
- 2005 John Bloom. "Exhibition Review: The National Museum of the American Indian" *American Studies* Vol.

46, No. 3/4, Indigeneity at the Crossroads of American Studies (Indigenous Studies Today, Issue 1, Fall 2005/Spring 2006) (Fall/Winter 2005), pp. 327-338.

## EXHIBITIONS

- 2018 Co-curator with Celestina Castillo and Joseph Quintana, “The People’s Home: Winston Street, 1974.” These Days in collaboration with United American Indian Involvement and Occidental College’s Center for Community Based Learning.
- 2017 Co-curator with Mary Bordeaux, “Wah.shka.” Featuring Marcella Ernest, Shan Goshorn and Keli Mashburn. Venice Biennale 57th Esposizione Internazionale d’Arte.
- 2017 Co-curator with Aleksandra Sherman, “Seeing American Indians.” Autry Museum of the American West.
- 2016 Curator, “Emily Arthur: Endangered.” Weingart Gallery, Occidental College.
- 2015 Curator, “Ga ni tha.” Featuring Marcella Ernest, Maria Hupfield and Keli Mashburn. Venice Biennale 56th Esposizione Internazionale d’Arte.
- 2014–2017 Co-curator with Tom Jones, “For a Love of His People: The Photography of Horace Poolaw.” National Museum of the American Indian, Heye Foundation, Smithsonian Institution, August 9, 2014 – February 15, 2015. NMAI, Washington, DC, November 11, 2016–June 4, 2017.
- 2013 Co-curator, “Air, Land, Seed.” Featuring Faisal Abdu’Allah, Emily Arthur, Marwin Begaye, John Hitchcock, Ryan O’Malley, Henry Payer, Duane Slick, C. Maxx Stevens, Dyani White Hawk. Venice Biennale 55th Esposizione Internazionale d’Arte and 516 Arts, Albuquerque, NM.
- 2013 Co-curator, “Thicker Than Water.” Museum of Contemporary Native Arts, Institute of American Indian Arts.
- 2011 Curator, “Epicentro: Re Tracing the Plains.” Featuring John Hitchcock in collaboration with the Dirty Printmakers of America: Joseph Velasquez, Emily Arthur Douglass, Ryan O’Malley, John S. Hancock, and Melanie Yazzie. Venice Biennale 54th Esposizione Internazionale d’Arte.
- 2009 Organizer, “The Americana Indian — American Indians in the American Imagination.” Memorial Union Theater Gallery, University of Wisconsin–Madison.
- 2009 Curator, “Rendezvoused: To Go Somewhere.” Featuring the Work of Tom Jones and Andrea Carlson. Venice Biennale 53rd Esposizione Internazionale d’Arte.
- 2009 Co-Curator, “Here and There: Seeing New Ground.” Land/Art Exhibition: A Collaborative Exploration of Land-based Art in New Mexico. 516 Arts. Albuquerque, NM.
- 2007 Co-Curator, “The Requickening Project.” Featuring the work of Lori Blondeau and Shelley Niro. Venice Biennale 52nd Esposizione Internazionale d’Arte.
- 2003 Curator, “Pellerossasogna—The Shirt.” Featuring the work of Shelley Niro and Sherwin Bitsui. Indigenous Arts Action Alliance. Venice Biennale 50th Esposizione Internazionale d’Arte.
- 2002 Curator, “Reflections of Beauty, Humor and Pride.” Institute of American Indian Arts Museum.
- 2001 Curator, “Umbilicus.” Featuring the work of Bob Haozous and Gabriel Lopez Shaw. Native American Arts Alliance. Venice Biennale 49th Esposizione Internazionale d’Arte.
- 2001 Curator, virtual exhibit “Feathers.” The Native Eyes Project, Institute of American Indian Arts.
- 1999 Curator, “Ceremonial.” Featuring the work of Richard Glazer Danay, Harry Fonseca, Bob Haozous, Frank LaPena, Jaune Quick-To-See Smith, Kay WalkingStick and Richard Ray Whitman. Native American Arts Alliance. Venice Biennale 48th Esposizione Internazionale d’Arte.
- 1999 Co-Producer, “Ceremonial” exhibit video. Native American Arts Alliance.
- 1998 Curator, “Savage Truths.” Institute of American Indian Arts Museum.
- 1997 Curator, “Lost O’Keeffes; Women, Children and Other ‘Primitives.’” Institute of American Indian Arts Museum.
- 1995 Advisor, “Our Art, Our Voices: Native American Cultural Perspectives.” Stanford University Art Gallery, Stanford University.

## COURSES TAUGHT

### UNIVERSITY OF CALIFORNIA LOS ANGELES

Spring 2019 Bodies GS 104

Winter 2019 Indigenous Others and the Gaze GS M185A-1, AIS M187A-1

PHD committee membership or consultation:

Charis Gullickson, Department of Art History, UiT - The Arctic University of Norway and Nordnorsk Kunstmuseum/Davvi Norgga Dáiddamusea Curator, "Sámi Curatorial Practices: Positioning Sámi Art in the Theoretical Landscape of International Indigenous Studies."

Taylor Rose, Anthropology, University College London, under the supervision of Dr. Haidy Geismar.

Sarah Stolte, Department of Art History, University of Wisconsin-Madison, Dissertation title: "Becoming Yeffe Kimball: Modernism, Gender, and the Construction of a 'Native' Identity 1935-1978."

Andrew Meyer, Visiting Graduate Researcher at UCLA Latin American Institute and Coordinator of the California Hub of the *Institut des Amériques*.

Carmen Cebaleros Urzaiz, UCLA Culture and Performance, Department of World Arts and Cultures/Dance, Dissertation title: "Making Locations, Decentralizing Cultural Policies and Consolidating Art Communities in Mexico."

Clementine Bordeaux, UCLA Department of World Arts and Cultures/Dance.

### OCCIDENTAL COLLEGE

Spring 2017 The Culture of Collections: Introduction to Museums ARTH 392  
Ph.D. committee member (2)

Fall 2016 American Indian Art History ARTH 190  
American Indians in Film ARTH 250

Spring 2016 Culture of Collections ARTH 392

Fall 2015 Critical Perspectives in Museum Studies: ARTH 254  
American Indian Art History: ARTH 190  
Ph.D. committee member (2)

Spring 2015 The Culture of Collections: Introduction to Museums ARTH 392  
Ph.D. committee member (2)

Fall 2014 American Indian Art History ARTH 190  
American Indians in Film ARTH 250

### UNIVERSITY OF WISCONSIN-MADISON

Spring 2014 American Indians in Film AIS 325 ONLINE  
Ph.D. committee member (3)

Fall 2013 American Indian Art History- Contemporary Issues AH 359 ONLINE

Spring 2013 American Indians in Film AIS 325 ONLINE  
Ph.D. committee member (4)

Fall 2012 American Indian Art History- Contemporary Issues AH 359 ONLINE

Spring 2012 Ph.D. committee member (5)

Fall 2011 Mentor, School for Advanced Research Anne Ray Interns (2)

- Spring 2011 American Indians in Film AIS 325  
Multiculturalism and the New Museology AH 432  
Supervisor, Project Assistant (2)  
Ph.D. committee member (3)
- Fall 2010 American Indian Art History- Contemporary Issues AH 359  
Friends and Family — Curating the Biography of a Nation Inter L&S 102 (FIG course)  
Supervisor, Project Assistant (2)  
Ph.D. committee member (2)
- Summer 2010 University of Wisconsin–Madison Graduate School Research Award. “Photographer Horace Poolaw: The Calendar-Maker’s Son.” Supervisor, Poolaw Project Interns (5)
- Spring 2010 MFA Thesis committee member (1)
- Fall 2009 Grant Author and Organizer for American Indian scholar Brian Baker to present the exhibition “Americana Indian” at the Wisconsin Union Directorate Theater Gallery, September 25 – November 10, 2009. The “Americana Indian” was sponsored by the University of Wisconsin–Madison School of Education’s American Indian Curriculum Services and forms a component of the year-long initiative “A Common Read: Expanding the Narrative.” Supervisor, Interns (2)  
Supervisor, Project Assistant (1)
- Summer 2009 University of Wisconsin–Madison Graduate School Research Award. “Rendezvoused: To Go Somewhere.” Venice Biennale 53rd Esposizione Internazionale d’Arte. Supervisor, “Rendezvoused” Project Interns (5)
- Spring 2009 American Indian Studies 699 Directed Study (2)
- Fall 2008 Director, “American Indian Curatorial Practice 2008: State of the Field.” Ford Foundation symposium. Hosted public lecture, reception and two-day meeting. Lecture titled: “Visiting: A Conversation on Curatorial Practice and Native North American Art” with independent curator Ryan Rice and Institute of American Indian Arts Museum Director Patsy Phillips. Interdisciplinary effort with the Art Department, Art History Department and the American Indian Studies Program. Supervisor, Project Assistant (1)  
Supervisor, Poolaw Project Interns (2)
- Summer 2008 University of Wisconsin–Madison Graduate School Research Award. “‘A Native Intelligence’: The Poolaw Photography Project.” Supervisor, Poolaw Project Interns (4)
- Spring 2008 Sign, Symbol, Stereotype: Native Icons Revealed AH 600  
American Indians in Film AIS 325  
Independent Study AH 799
- Fall 2007 Multiculturalism and the New Museology AH 600  
Native American Representations AIS 450

## SMITH COLLEGE

- Summer 2007 “The Requickening Project.” Venice Biennale 52nd Esposizione Internazionale d’Arte. Supervisor, Requickening Project Interns (3)
- Spring 2007 Ethnographic Film ANT 347  
Native American Representations ANT 250
- Fall 2006 Introduction to Cultural Anthropology ANT 130  
Visual Anthropology ANT 249
- Summer 2006 Yeffe Kimball Photography Project Interns (5)
- Spring 2006 Native American Representations ANT 250  
Introduction to Cultural Anthropology ANT 130
- Fall 2005 Anthropology of Museums ANT 240  
Ethnographic Film ANT 347

## INSTITUTIONAL SERVICE

### UNIVERSITY OF CALIFORNIA LOS ANGELES

- 2019 Speaker, UCLA IAC Film Festival, February 1.
- 2019 Speaker, Institute of American Cultures Fall Forum, October 18.
- 2019 Appointment (0 percent), World Arts and Culture.
- 2019 Faculty Advisory Committee, American Indian Studies Center.
- 2019 Awards Committee, Gender Studies.
- 2019 Awards Committee, American Indian Studies.
- 2019 Advisory committee, American Indian Culture and Research Journal 2019 Speaker, Institute of American Cultures Fall Forum, October 18, 2018 2019 Speaker, UCLA IAC Film Festival, February 1, 2019.
  
- 2019 Co-author, Robert Wood Johnson Interdisciplinary Research Leaders 2019 Collaboration grant submission with Dr. Daniel Dickerson, D.O., M.P.H., Associate Research Psychiatrist, UCLA, Integrated Substance Abuse Programs and Dr. Carrie Johnson, Licensed Clinical Psychologist, CEO of Sacred Path Indigenous Wellness Center (SPIWC) and the Director of Seven Generations Counseling Center at United American Indian Involvement (UAI) titled "Promoting resilience and fostering strength with urban American Indian youth and families using museum-based cultural resources," Museum Engagement for Native American Urban Families (MENAF) initiative using Autry Museum of the American West collections. March 13.
- 2019 Organizer, "Brokering the Sacred: The Ethics of Collecting American Indian Art" panel discussion, Fowler Museum with AISC, AIS graduate student lunch, May 15.

### OCCIDENTAL COLLEGE

- 2017 Mentor, Kelsey Martin "United American Indian Involvement Photo Archival Project: Decolonizing the Archive," Occidental College Mellon Summer Research Program.
- 2016 Affiliated faculty, Occidental College, Gender, Women, & Sexuality Studies (GWSS) Minor.
- 2016 Sponsor, Native American Heritage Month lecture, Mary Bordeaux, Marcella Ernest and Keli Mashburn.
- 2015 Sponsor, Emily Arthur Guest lecture, "Re-Riding History: From the Southern Plains to the Matanzas Bay"
- 2015 Sponsor, Native American Heritage Month lecture, Eve-Laurn LaFountain.
- 2014 Sponsor, Native American Heritage Month Film Screening, "Winter in the Blood."
- 2014 Campus Lecture "High Contrast: The Use, Abuse and Potential for Binary Visual Constructions of Indigeneity."

### UNIVERSITY OF WISCONSIN-MADISON

- 2013 Facilitator, Think Tank on Curatorial Studies, University of Wisconsin-Madison Department of Art History and the Chazen Museum.
- 2011 Committee member, Visiting Artist Fred Wilson lecture, workshop and class visit.
- 2011 Presenter, "Native Photography and Digitization." University of Wisconsin-Madison SLIS graduate course funded by the Kauffman grant, "Tribal Libraries, Archives, and Museums Project."
- 2010-2011 Native American Graves Protection and Repatriation Act Committee on the Determination of Cultural Affiliation.
- 2010-2011 Alternate, Faculty Senate.
- 2010 Organizer and Moderator, "Two Spirits: The Fred Martinez Project." Film screening as a public

awareness tool on the prevalence of violence towards LGBT youth and Native two-spirit people.

- 2010 Grant Author and Organizer, Campus lectures by community scholar Linda Poolaw and artist Tom Poolaw in association with the planned 2013 Smithsonian National Museum of the American Indian exhibition ““Of His Time” – The Modernist Legacy of Kiowa Photographer Horace Poolaw.” Funding from the University of Wisconsin System Institute on Race and Ethnicity.
- 2010 Panelist, “American Indian Student Welcome.” University of Wisconsin-Madison Student Academic Affairs.
- 2010 Advisor, “Convening Culture Keepers.” University of Wisconsin-Madison Tribal Libraries and Museums project funded by the Baldwin Endowment.
- 2010 Established three new courses that fulfill the university’s ethnic studies requirement.
- 2010–2011 Advisor, UW-Madison American Indian Student and Cultural Center.
- 2010 Presenter, “New Museology and the Tribal Museum Movement.” University of Wisconsin–Madison SLIS graduate course funded by the Kauffman grant, “Tribal Libraries, Archives, and Museums Project.”
- 2010 Panelist, “Protecting Cultural Property: 20 Years of Progress and Challenges Under the IACA and the NAGPRA.” Indigenous Law Students Association (ILSA) of the University of Wisconsin Law School, 24th annual Coming Together of Peoples Conference.
- 2009 Presenter, “Within and Outside: The American Indian Presence at the Venice Biennale 1999- 2009.” Art History Departmental Colloquium.
- 2009 Presenter, “Indigenous Curatorial Methodologies.” University of Wisconsin–Madison SLIS graduate course funded by the Kauffman grant, “Tribal Libraries, Archives, and Museums Project.”
- 2008 Panelist, “Rethinking Museums and Diversity: Perspectives, Practices, Policies,” Visual Culture Center Conference “Interdisciplinarity and the University Art Museum.” University of Wisconsin–Madison.
- 2008 Presenter, ““A Native Intelligence’: The Horace Poolaw Photography Project.” Art History Departmental Colloquium.
- 2007–2008 Faculty Liaison, Art History Graduate Student Forum.
- 2007 Presenter, “Silly Little Things: Framing Global Self-Appropriations in Native Arts.” Art History 701 Seminar.
- 2007–present Student Counselor, American Indian Students.
- 2007–2008 Coordinator, American Indian Studies Brown Bag Lecture Series.
- 2008 Adviser, Global Challenges for Cultural Heritage Preservation, Global Studies Program, The International Institute.
- 2008 Adviser, Campus Diversity Forum.
- 2007–2008 Grant Author and Organizer, Assistant Professor of American Studies, University of California Santa Cruz scholar Amy Lonetree, University of Wisconsin–Madison Visual Culture Center conference “Interdisciplinarity and the University Art Museum.” Funding from the University of Wisconsin Lectures Committee, American Indian Studies and the Ho-Chunk Nation of Wisconsin which honored Dr. Lonetree for her scholarship in a traditional ceremony at the Chazen Museum.
- 2007–2008 Participant, University of Wisconsin–Madison Museum Studies Program Feasibility Group.
- 2007–2008 Participant, University of Wisconsin System Institute on Race and Ethnicity Syllabi Bank.
- 2007–2008 Consultant, American Indian acquisitions and development, Chazen Museum.
- 2007–2008 Host, American Indian Studies faculty candidates.

#### SMITH COLLEGE

- 2005–2007 Five College Native American Indian Studies Committee. American Studies Committee.



- Archaeology Committee.  
Library Liaison.  
Annual Lecture Organizer.
- 2006–2007 Organizer, Guest Lecturer C. Richard King, Chair, Department of Comparative Ethnic Studies, Washington State University. “Fear of a Brown Nation: Invasion, Reconquest, Aztlan and Other White Supremacist Anxieties.”
- 2006–2007 Organizer, Guest Lecturer Karl G. Heider, Carolina Distinguished Professor of Anthropology and Associate Provost, Dean of Undergraduate Students, University of South Carolina. “Rethinking Dead Birds.”  
Advisor, Office of Institutional Diversity.  
Advisor, Smith College Museum of Art.  
Faculty Mentor, Indigenous Smith Students and Allies.
- 2005–2006 Organizer, Guest Lecturer David Pilgram, Curator, Museum of Racist Memorabilia, Ferris State University. “Hateful Things: Objects and Object Lessons from the Jim Crow Museum.”  
Advisor, Office of Institutional Diversity.  
Participant, Faculty Film Series.  
Director, Tribal College Relations Initiative: Poolaw Photography Project, University of Science and Arts of Oklahoma (Supervised 4 students).
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## PROFESSIONAL SERVICE

- 2019 Consultant, American Federation of Arts, Gilcrease Museum (Tulsa, OK).
- 2019 Advisor, Native American Art and Culture, Yale University Art Gallery, Yale Peabody Museum and the Department of the History of Art.
- 2019 Consultant, arts leadership, School of Art, University of Arkansas.
- 2018/19 Consulting scholar, Museum of New Mexico, Museum of Indian Arts and Culture *Here, Now and Always* Exhibition Renewal Project.
- 2018/19 Consultant, Autry Museum of the American West collection policy, Repatriation and Community Research.
- 2018/19 NEH Humanities Scholar Advisor, Autry Museum of the American West exhibit concept, *Imagined Wests*.
- 2018/19 Scholar advisor, Autry Museum of the American West exhibit research, *Coyote Leaves the Res: The Art of Harry Fonseca*.
- 2018 Juror and essayist for catalogue, *Creative Hands: Selected Works by Pacific Artists* Isla Center for the Arts University of Guam.
- 2018 Consultant, Mid-America Arts Alliance, (Kansas City, MO) exhibit *Savages and Princesses: The Persistence of Native American Stereotypes*.
- 2018 Juror, Fulcrum Fund Fellowship, 516 Arts, (Albuquerque, NM).
- 2018 Guest lecturer, Cornell University Departments of History of Art and Visual Studies and Art Department, ARTH 3902/6902 Curatorial Interventions
- 2018 Juror, McKnight Visual Artist Fellowship
- 2018 External examiner for Karen Seccombe (McIntyre), Ph.D. candidate Creative Arts Exhibition and Examination, Massey University Graduate Research School. “The Clarity of Light: Self-representation Through Art Making -a Personal Response to the Social Justice Work of WAI the Women’s Art Initiative Collective.”
- 2017–2018 Member, Regional Executive Committee, Native American and Indigenous Studies Association annual conference, Los Angeles, CA.

- 2017 Judge, Native Voices 8th Annual Short Play Festival
- 2017 Selector, Canada Council for the Arts, Venice Biennale in Architecture.
- 2017 Discussant, Autry Native Voices “Fairly Traceable” post-play discussion March 18 with Mark Trahant, Randy Reinholz and Cannupa Hanska Luger.
- 2016 Selector, Sundance Institute and UCLA American Indian Studies Center, Native Documentary Shorts.
- 2015–2016 Reviewer, UCLA American Indian Culture and Research Journal.
- 2015 External examiner for Terri Te Tau, Ph.D. candidate Creative Arts Exhibition and Examination, Massey University Graduate Research School. “Beyond the Corners of our Whare: A Conceptual Maori Response to State Surveillance in Aotearoa New Zealand.”
- 2015 Film festival judge, Future Voices of New Mexico.
- 2015 Consultant, Indigenous Arts Institute production “Playing Indian” created for the Mount Saint Mary’s University - Film, Media and Social Justice Department. Jessica Harjo, Executive Producer: <https://www.youtube.com/watch?v=QYf7UnguHAg>
- 2012–2015 Lead researcher for “American Indian Art 101,” textbook proposal drawing from the collection of the Institute of American Indian Arts, Museum of Contemporary Native Art. Manuscript pre-proposal offered from the University of New Mexico Press. Submitted successful grant proposal for publication subvention funding from The Elizabeth Firestone Graham Foundation.
- 2013–2014 Outside Reviewer, Institute of American Indian Arts Senior studio critique.
- 2013 Consultant, “The Old Becomes the New: New York Contemporary Native American Art Movement and the New York School,” American Indian Artists Inc. (Amerinda), Wilmer Jennings Gallery at Kenkeleba, New York, NY.
- 2013 Pre-screener for 2013 Society for Visual Anthropology Film Festival, American Anthropological Association.
- 2012 Program Evaluator, New England Foundation for the Arts, Native Arts.
- 2012 Tenure reviews for two American Indian colleagues teaching at major public universities.
- 2012 Art Writing Mentor, Oklahoma Art Writing & Curatorial Fellowship. Organized by Oklahoma Visual Arts Coalition in partnership with The School of Art and Art History, The University of Oklahoma and the Oklahoma City Museum of Art.
- 2012 Confidential review for MacArthur Fellow Program.
- 2011 Guest Selector, 2011 Native American Film + Video Festival, National Museum of the American Indian.
- 2010–2012 Member, Native American and Indigenous Studies Association.
- 2010 Member, Indigenous Studies Research Network.
- 2009–2010 Member, ArtTable, The Leadership Organization for Professional Women in the Arts. 2010 Presenter, Career Advisory Roundtable discussion.
- 2008–2011 Board of Directors, Society for Visual Anthropology, American Anthropological Association. Program Committee Co-Chair, 2008 to 2009.
- 2007–2014 Director, Poolaw Photography Project. University of Wisconsin–Madison and The University of Science and Arts of Oklahoma.
- 2007–2008 Consultant, The Native Eyes Distance Education Program, Institute of American Indian Arts.
- 2005 Consultant, Stanford University Native American Alumni Association.
- 2005 Invited member, The Aboriginal Curatorial Roundtable, “A Proposal for a Framework for Action.” The Aboriginal Curatorial Collective and the Aboriginal Arts Secretariat, Canada Council for the Arts.
- 2003 Nominations Committee, Native American Art Studies Association.
- 2002–2004 Director, Poolaw Photography Project, Smith College and the University of Science and Arts of Oklahoma.



2002–2005	Peer Reviewer, <i>Meridians: Feminism, Race, Transnationalism</i> . Smith College and Wesleyan University.
2001–2006	Director, The Tribal College Relations Initiative, Yeffe Kimball Photography Project. Smith College and the Institute of American Indian Arts.
1998–2005	Editorial Board, <i>Contemporary American Indian Communities: Stepping Stones for the Seventh Generation</i> . California State University, Long Beach and the University of California, Los Angeles.
1995–1998	Board of Directors, Native American Art Studies Association.
1995	Reviewer, <i>American Indian Culture and Research Journal</i> . University of California, Los Angeles.
1995	Consultant, Fort Sill Chiricahua Warm Springs Apache Tribe of Oklahoma, Cultural Resource Management.
1994–2000	Editorial Board, <i>Museum Anthropology</i> . American Anthropological Association.

## PUBLIC SERVICE

2018	Speaker, Los Angeles City/County Native American Indian Commission Community Dialogue #2: “Indigenizing Public Spaces” Autry Museum of the American West, September 19.
2018	Guest lecturer, California State Summer School for the Arts, California Institute of the Arts, July 30.
2018	Intertribal Education Collaborative (ITEC) College Exploration Day. Professors Round Table, Cal Poly Pomona.
2017	Featured speaker for Phi Beta Kappa Society’s <i>(En)Lightning Talks Los Angeles</i> .
2016–present	Co-director, United American Indian Involvement Photographic Project. In association with Occidental College’s Center for Community Based Learning, solicited, interviewed and acquired funding to contract a professional archivist collections management report. Oversaw and directed the digitization of key works with the aim of a total inventory of a 2000 image database.
2016	Presentation to the City of Los Angeles, Arts, Parks and River Commission committee meeting to support Los Angeles replacing Columbus Day with Indigenous Peoples Day.
2016	Grant Reviewer, Native Arts and Cultures Foundation.
2014–2016	Consultant, California Arts Institute, Dean of Students Office, diversity and inclusion. Co-organizer with Eyvind Kang, “Richard Ray Whitman” Paul Brach Visiting Artist Lecture.
2011–2014	Consultant, American Indian curriculum, New Mexico School for the Arts.
2013	Consultant, “Critical Heritage Studies: Maori and Indigenous Perspectives,” Museums and Cultural Heritage Programme, University of Auckland.
2013	Institute of American Indian Arts Research Center feasibility study.
2013	Consultant, EPCOT’s American Adventure Pavilion at Walt Disney World.
2012	Featured Guest Juror, International Symposium on Electronic Art, Albuquerque: Machine Wilderness.
2011	Grant Reviewer, Native Arts and Cultures Foundation.
2008–2010	Arts Grant Advisory Panel, Dane County Cultural Affairs Commission. Madison, WI.
2007–2008	Public Programming Advisor, Mami Wata exhibit, Chazen Museum.
2004–2005	Consultant, Stanford University Library Special Collections American Indian acquisitions.
2001	Selector, Americans for Indian Opportunity Ambassador Program.
1999	Juror, “Seventh Heartbeat.” Institute of American Indian Arts Museum.
1998	New Mexico Endowment for the Humanities Project Evaluator, “Memory and Imagination: Maidu Indian Artist Frank Day.” Museum of Indian Arts and Culture, Museum of New Mexico.
1997	Exhibit Review Panelist, Smithsonian National Museum of the American Indian.

1996	Consultant, “Here, Now and Always.” Museum of Indian Arts and Culture, Museum of New Mexico.
1996	Consultant, “Gifts of the Spirit: Masterworks by 19th Century and Contemporary Native American Artists.” Peabody Essex Museum.
1993	Guest Editor, Indian Hearts, Indian Minds. <i>Crosswinds</i> 5(9).
1993–1995	Fine Arts Committee, Museum of Fine Arts, Museum of New Mexico.
1993	Site Coordinator, The Stanford/Zuni Project.

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## PROFESSIONAL MEMBERSHIPS

American Anthropological Association

College Art Association

The International Society for Education Through Art (InSEA), an official partner of UNESCO.

Native American and Indigenous Studies Association

## ANANDA MARIA MARIN, PhD

University of California, Los Angeles  
 Graduate School of Education & Information Studies, Department of Education  
 457 Portola Plaza, Moore Hall-Room 3341, Los Angeles, CA 90095-1521  
 (310) 206-1877  
 marin@gseis.ucla.edu

### EDUCATION

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**Ph.D. in Learning Sciences**, December 2013

Northwestern University, School of Education and Social Policy, Evanston, IL

*Dissertation*: Learning to Attend and Observe: Parent-child Meaning Making in the Natural World

*Committee*: Drs. Douglas Medin (Chair), Carol Lee (Co-chair), Reed Stevens, and Tarajeau Yazzie-Mintz

**Master in Public Policy**, Harvard University, Kennedy School of Government, Cambridge, MA, 2002

**B.A in Sociology**, Yale University, New Haven, CT, 1998

### APPOINTMENTS

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**University of California, Los Angeles, Graduate School of Education & Information Studies**

Assistant Professor of Qualitative Research Methods in Education, Division of Social Research Methodology, July 2016 – Present

**Northwestern University**

Postdoctoral Fellow, Psychology Department, October 2013 – June 2016

Lecturer, School of Education and Social Policy, September 2014 - June 2016

### ACADEMIC AWARDS & FELLOWSHIPS

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**Northwestern University**

- |  |           |
|--|-----------|
| • Dissertation Year Fellowship                               | 2011-2012 |
| • Graduate Research Grant                                    | 2011      |
| • Multidisciplinary Program in Education Sciences Fellowship | 2008-2011 |

**Academy for Educational Development**

- |  |      |
|--|------|
| • Public Policy and International Affairs Fellowship | 1997 |
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### PUBLICATIONS

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**Journal Articles**

Bang, M., Faber, L., Gurneau, J., **Marin, A.**, Soto, C. (2015). Community Based Design Research: Learning Across Generations and Strategic Transformations of Institutional Relations Towards Axiological Innovations. *Mind, Culture, and Activity*, 1-14.

Bang, M. & **Marin, A.** (2015). Nature-culture constructs in science learning: Human-non-human agency

and intentionality. *Journal of Research in Science Teaching*, 52(4), 530-544.

**Marin, A.** & Bang, M. (2015). Designing pedagogies for Indigenous science education: Finding our way to storywork. *Journal of American Indian Education*, 54(2), 29-51.

Bang, M., Curley, L., Kessel, A., **Marin, A.**, Suzukovich, E., & Strack, G. (2014). Muskrat theories, tobacco in the streets and living Chicago as indigenous land. *Environmental Education Research*, 20(1), 37-55.

Bang, M., **Marin, A.**, Faber, L., & Suzukovich, E. S. (2013). Repatriating Indigenous technologies in an urban Indian community. *Urban Education*, 48(5), 705-733.

Dehghani, M., Bang, M., Medin, D., **Marin, A.**, Leddon, E., & Waxman, S. (2013). Epistemologies in the Text of Children's Books: Native-and non-Native-authored books. *International Journal of Science Education*, 35(13), 2133-2151.

Hermes, M., Bang, M., & **Marin, A.** (2012). Designing indigenous language revitalization. *Harvard Educational Review*, 82(3), 381-402.

### Book Chapters

**Marin, A.** & Bang, M. (in press). Indigenous Heritage Communities of North America. In Peppler, K. (Ed.), *SAGE Encyclopedia for Out of School Learning*.

Bang, M., Curley, L., Kessel, A., Marin, A., & Suzukovich, E. (2015). *Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Lands*. In McCoy, K., Tuck, E., & McKenzie, M. (Eds.) *Land Education: Rethinking pedagogies for place from Indigenous, postcolonial, and decolonizing perspectives*.

Bang, M., **Marin, A.**, Medin, D., & Washinawatok, K. (2015). Learning by observing, pitching in and being in relations in the natural world. In R. Mejía-Arauz, M. Correa-Chávez, & B. Rogoff (Eds.), *Advances in Child Development Behavior: Research on how children learn by observing and contributing in their families and communities* (pp. 303-313).

Medin, D., Ojalehto, B., **Marin, A.**, & Bang, M. (2013). Culture and epistemologies: Putting culture back into the ecosystem. In M. Gelfand, CY Chiu, & Y-Y. Hong (Eds.), *Advances in Culture and Psychology* (pp. 177-217). Oxford University Press.

### Manuscripts Under Review or Submitted

**Marin, A.** & Bang, M. (revise and resubmit). "Look it, this is how you know:" Family forest walks and knowledge building about the natural world. *Cognition and Instruction*.

ojalehto, b., **Marin, A.**, & Medin, M. (under review). Conceptual Change, Relationships, and Cultural Epistemologies. In T. Amin & Levrini, O. (Eds.), *Converging and Complementary Perspectives on Conceptual Change*.

Page-Reeves, J., **Marin, A.**, Bleecker, M.A., Moffett, M., DeerinWater, K., Medin, D., & Echohawk, S. (under review). Transforming community data into an archive for research: strategic partnering to increase and sustain capacity within a Native organization. *The International Journal of Community Research and Engagement*.

Page-Reeves, J., **Marin, A.**, Moffett, M., DeerinWater, K., Medin, D., & Bleecker, M.A. (under review). Wayfinding as a Concept for Understanding Success Among Native Americans in STEM: “Learning how to map through life.” *Harvard Educational Review*.

Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., **Marin, A.**, Gurneau, J., & Faber, L. (revise and resubmit). Children’s Play with a Forest Diorama as a Window into Ecological Cognition. *Journal of Cognition and Development*.

### Manuscripts in Preparation

Bang, M. & **Marin, A.** (Invited). Urbanity and Indigenous Education. In McKinley, E. & Smith, L.T. (Eds.), *Handbook of Indigenous Education*.

**Marin, A.** (Invited). Ambulatory Turns: Ecologies of Attention, Mobility, Land, and Learning. *Mind, Culture, and Activity*.

**Marin, A.** Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. Possible Journal: *Qualitative Inquiry*.

**Marin, A.** & Bang, M. (Invited). Seeing together: The ecological knowledge of indigenous families in Chicago Urban forest walks. In García-Sánchez, I.M. & Orellana, M. *Everyday Learning: Leveraging Non-Dominant Youth Language and Culture in Schools*.

**Marin, A.** & Medin, M. Indigenous Science: Reframing the Conversations about what Counts. *Daedalus*.

Taylor, K.H., Ma, J., **Marin, A.**, & Phillips, N. Replacing the body in accounts of learning: Looking across studies that design with/in place. Possible Journal: *AERA Open*.

### Publications for Practitioners and the General Public

**Marin, A.** (2014, August). Indigenous Child Development. *Indigenous Education Tools*. Retrieved from <http://indigenouseducationtools.org/bf/03>

**Marin, A.** (2013, November 13). Lessons on Equity in Science Education from Walking Urban Forest Preserves. *Equity Alliance Blog: Arizona State University*. Retrieved from <http://www.niusileadscape.org/bl/?cat=143>

### CONFERENCE PROCEEDINGS, PAPERS, & PRESENTATIONS

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**Marin, A.** (2016, June). Bodies, Mobilities and Places in Learning. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

Vossoughi, S., Taylor, K.H., **Marin, A.**, Silivas, D., & Philip, T. (2016, June). Historicized Bodies in Interaction: Seeing the Political and Relational Layers of Learning in Place. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

**Marin, A.** (2016, April). Epistemic Ecologies within Family Forest Walks. American Educational Research Association, Chicago, IL.

- Marin, A.** & Medin, D. (2015, April). Advancing Understandings of Culture, Human Learning, and Development. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Parent-Child Questioning While on the Move. National Association of Research in Science Teaching, Chicago, IL.
- Marin, A.** (2014, June). Re-placing walking in the analysis of children's observational inquiry. International Conference of the Learning Sciences, Boulder, CO.
- Duarte Olson, I. & **Marin, A.** (2014, June). Becoming Samba: Understandings of the process of auto-regulation through the relationship between audience and school. International Conference of the Learning Sciences, Boulder, CO.
- Bang, M. & **Marin, A.** (2014, March). Land's structuring of learning in learning environments and family contexts. National Association of Research in Science Teaching Annual Conference, Pittsburgh, PA.
- Marin, A.** (2013, April). The cultural nature of observation, attention and meaning-making about the natural world. American Educational Research Association Conference, San Francisco, CA.
- Marin, A.**, & Bang, M. (2013, April). The nature of attentional directives and relationships with the natural world. American Educational Research Association Conference, San Francisco, CA.
- Bang, M. & **Marin, A.** (2012, March). Mediating meanings and pedagogy through storywork: Teacher's storytelling of land-based experience. National Association for Research in Science Teaching Conference, Indianapolis, IN.
- Marin, A.**, Bang, M., & Medin, D. (2011, June). Ascribing internal states to non-human kinds: A comparison of Native American and European American authored children's books. Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Marin, A.** & Kessel, A. (2011, April). Narratives of place: Teachers' ideological becoming across design spaces and place-based instruction. American Educational Research Association Conference, New Orleans, LA.
- Marin, A.**, Bang, M., & Medin, M. (2010, June). Mental state expressions in American Indian and European American authored children books. Institute of Education Sciences Annual Research Conference, National Harbor, MD.
- Bang, M. & **Marin, A.** (2010, April-May). Reframing teacher learning as a socio-cultural situative activity: American Indian teachers teaching science. American Educational Research Association Conference, Denver, CO.
- Bang, M. & **Marin, A.** (2010, February). "We know from our elders there are spirits in there [River]": Reconstructing science education towards lived survivance, sovereignty, and sustainability. Symposium on Indigenous Education in the 21st Century, American Educational Research Association Meeting, Tempe, AZ.

**Marin, A.** (2009, June). Situating Teacher Knowledge in an American Indian Community-Based Curriculum Design and Implementation Project. Institute of Education Sciences Annual Research Conference, Washington DC.

Assaf, R., **Drake, A.**, & Lara, J. (2007, April). The Studio Classroom: Where Technology and Student Services Meet. The Higher Learning Commission Annual Conference, Chicago, IL.

## INVITED TALKS

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**Marin, A.** (2016, May 17). Indigenous Ways of Knowing. Presented at M-231/US- 31 Outreach and Education Project Curriculum and Lesson Plan Workshop, Ziibiwing Cultural Center, Mt. Pleasant, Michigan.

**Marin, A.** & Gurneau, J. (2015, November). *Defining the Focus of Partnership Work*. Webinar for Research-Practice Partnerships Forum. Available online: <http://researchandpractice.org/rppforum/>

## GRANTS

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*CAP: Building Capacity for New Genre of Learning on the Move (LoM)* (PI, Rogers Hall; co-PIs, A.M. Marin and K.H. Taylor), National Science Foundation – Cyber Learning & Future Learning Technologies 1647242, \$49,999, 08/01/16 – 07/31/17.

## RESEARCH EXPERIENCE

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**Postdoctoral Fellow** 2013-present  
Northwestern University, Department of Psychology  
Supervisor: Dr. Douglas Medin

- *Collaborative Research to Understand the Role of Culture, Identity, Epistemology and Bi-Cultural Efficacy in American Indian Educational and Professional Success in STEM* (PIs: Janet Page-Reeves, Douglas Medin, Sarah EchoHawk; Co-Investigator: Maurice Moffett), National Science Foundation – REAL 1251516
- *Collaborative Research: Cultural Epistemologies and Science Related Practice: Living and Learning in Relationships*” (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL 1109210
- *Collaborative Research: Culturally Based Citizen Science: Rebuilding Relationships to Place* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay), National Science Foundation – AISL 1114530

**Research Assistant** 2011- 2013  
American Indian Center of Chicago, Northwestern University

- *Collaborative Research: Cultural Epistemologies and Science-related Practices: Living and Learning in Relationships* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL1109210

**Curriculum Designer and Teacher** 2005-2011  
American Indian Center of Chicago

- *Collaborative Research: Cultural Context of Learning: Native American Science Education Project* (PIs: Megan Bang, Douglas Medin, Karen Washinawatok), National Science Foundation – REAL 0815222



## RELEVANT PROFESSIONAL EXPERIENCE

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<b>American Indian College Fund</b>	2015 - present
Evaluation Consultant, Early Childhood Education Initiatives	
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
Assistant Dean, Student Services	2006-2008
Director of Student Support Services	2005-2006
PeopleSoft Facilitator	2004
College Advisor	2002-2005
<b>Chicago Children's Museum (CCM), Chicago, IL</b>	
Community Services Associate	1999-2000
Assistant to the Vice President of Community Services & Strategic Initiatives	1998-1999

## TEACHING EXPERIENCE

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<b>Northwestern University</b>	
<i>Lecturer, School of Professional Studies</i>	
Developmental Psychology (PSYCH 218)	Spring 2015
<i>Lecturer, School of Education &amp; Social Policy</i>	
Culture and Cognition (LOC 214)	Fall 2014; Winter 2016; Spring 2016
Introduction to Schooling & Communities (TEACH_ED 304)	Winter 2014
<i>Teaching Assistant, School of Education &amp; Social Policy</i>	
Educating the Exceptional Child, Professor Kit Harper	Summer 2013, 2012; Spring 2012
Gender and the Life Course, Professor Regina Lopata Logan	Winter 2012
Social Contexts of Education, Professor Carol D. Lee	Winter 2011; Winter 2009
Culture and Cognition, Professor Sonya Sachdeva	Fall 2011
Introduction to Community Development, Professor John (Jody) Kretzmann	Winter 2010
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
<i>Lecturer</i>	
Inter-disciplinary Studies 101: College Success Seminar	Summer 2007; Fall 2007
History 170: Native American History	Fall 2005, 2004; Spring 2004
<i>GED Instructor</i>	
Institute for Native American Development	2001

## SERVICE ACTIVITIES

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### Reviewing

- AERA Open (2015)
- African Journal of Research in Mathematics, Science and Technology Education (2014)
- Cognition and Instruction (2015)
- Cognitive Psychology (2015)
- Journal of American Indian Education (2011-2015)
- Mellon Tribal College Research Journal (2014)
- Psychological Bulletin (2014)



- Science Education (2014-2015)
- Tribal College and University Research Journal (2015-2016)

**Association Service**

- Co-Coordinator, National Association in Research in Science Teaching, Strand 2: Science Learning: Contexts, Characteristics, and Interactions (2014-2016)
- Secretary/Treasurer, Indigenous Peoples of the Americas SIG, American Educational Research Association (2015-2016)
- Secretary/Treasurer-elect, Indigenous Peoples of the Americas SIG, American Educational Research Association (2014-2015)
- Conference Proposal Reviewer
  - National Association in Research in Science Teaching, Strand 6: Science in Informal (2014)
  - American Educational Research Association, Learning Sciences SIG (2014)
  - American Educational Research Association, Indigenous Peoples of the Americas SIG (2013)

**University Service**

- One Book One Northwestern Steering Committee (2015-2016)
- Northwestern University Native American Outreach & Inclusion Task Force (2014-2015)

**Community Service**

- University of Illinois Chicago, Native American Support Program Advisory Council (2015-2016)
- American Indian Center Board of Directors (2004-2007)
- First Nations Film & Video Festival (2004-2005)
- Co-Director, Native American Youth of Tomorrow (1999-2000)  
Selected by the Board of Directors of Chicago Native American Urban Indian Retreat to co-direct Native American Youth of Tomorrow, a volunteer-based tutor/mentor program.

**PROFESSIONAL AFFILIATIONS**

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- American Educational Research Association
- National Association for the Education of Young Children
- National Association for Research in Science Teaching

Kyle T. Mays, Ph.D.  
 Assistant Professor  
 Department of African American Studies & the American Indian Studies Center  
 University of California, Los Angeles  
 1328 Rolfe Hall  
 Los Angeles, CA  
 Mobile: (517) 930-5829  
[mayskyle@ucla.edu](mailto:mayskyle@ucla.edu)

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### Employment:

#### UNIVERSITY OF CALIFORNIA, LOS ANGELES

2017-present     Assistant Professor, Department of African American Studies & the American Indian Studies Center

#### EMORY UNIVERSITY

2019-2020     Visiting Fellow, The James Weldon Johnson Institute for the Study of Race and Difference

#### UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

2015-2017     Carolina Postdoctoral Program for Faculty Diversity Fellowship, University of North Carolina at Chapel Hill

### Educational Background:

#### UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

2015     Ph.D., United States History

Dissertation Research: *Indigenous Detroit: Indigeneity, Modernity, and Racial and Gender Formation in a Modern American City, 1871-2000*

Committee: Frederick Hoxie (chair), Robert Warrior, David Roediger Coll Thrush, Dianne Harris

Comprehensive Examination Fields:

**Major Field:** Modern United States History

**Minor Field One:** Global Indigenous Studies (gender & sexuality; comparative urban Indigenous studies; expressive culture); **passed with distinction**

**Minor Field Two:** Comparative Studies of Race and Ethnicity (critical studies of whiteness; Afro-Indigenous studies)

2012     Master of Arts, United States History

## MICHIGAN STATE UNIVERSITY

2009 Bachelor of Arts, Social Relations and Policy, James Madison College

2006 Japan Center for Michigan Universities Intensive Japanese Language Study (summer)

**Publications:**

## BOOKS

2020 Mays, K. *Aunt Judy's Detroit: Indigeneity, Race and Belonging in the Motor City* (Expected, 2020).

2018 Mays, K. *Hip Hop Beats, Indigenous Rhymes: Modernity and Hip Hop in Indigenous North America* (Albany: SUNY Press, 2018); "Native Traces" Series, edited by Jace Weaver & Scott Richard Lyons. Finalist, "Best First Book Prize" for the Native American and Indigenous Studies Association (2019)

## JOURNAL ARTICLES

(Refereed)

2019 Rice, AJ & **Mays, K.**, "*The Boondocks*, Black History, and Black Lives Matter: Or, Why Black Popular Culture Matters for Black Millennials." *Africology: The Journal of Pan African Studies*. (In press).

2019 Mays, K. "Decolonial Hip Hop: Indigenous Hip Hop and Disrupting Settler Colonialism." *Cultural Studies*, Vol. 33(3): 460-479.

2016 Mays, K. "From Flint to Standing Rock: The Aligned Struggles of Black & Indigenous People." Hot Spots, *Cultural Anthropology* website, December, 22. <https://culanth.org/fieldsights/1015-from-flint-to-standing-rock-the-aligned-struggles-of-black-and-indigenous-people>.

2016 Mays, K. "Pontiac's Ghost in the Motor City: Indigeneity and the Discursive Construction of Modern Detroit." *The Middle West Review*, 2(02): 115-142.

2016 Mays, K. "Promoting Sovereignty, Rapping Mshki (Medicine): A Critical Anishinaabe Reading of Rapper Tall Paul's 'Prayers in a Song.'" *Social Identities: Journal for the Study of Race, Nation and Culture*, 22(02): 195-209.

2013 Mays, K. "Transnational Progressivism: African Americans, Native Americans, and the Universal Races Congress of 1911." *American Indian Quarterly* 37(4): 244-261.

## EDITED VOLUMES

Burton, A., Winkelmes, M.A., & **Mays, K.** (eds.) 2014. *An Illinois Sampler: Teaching and Research on the Prairie*. Urbana: University of Illinois Press, 144 pages.

## CHAPTERS IN BOOKS

- 2019 Mays, K. "Black Liberation and Indigenous Erasure: Black Belonging on Turtle Island from Black Power to Black Lives Matter." In Emilio del Valle Escalante, *Localizing Decoloniality in Global Indigenous Studies* (Durham: Duke University Press). (In press, expected 2020).
- 2018 **Mays, K.** & Whalen, K. "Decolonizing Indigenous Education in the Postwar City: Native Women's Activism from Southern California to the Motor City." In Linda Smith, Eve Tuck, & K. Wayne Yang, *Indigenous and Decolonization Studies in Education* (Routledge: 116-130).
- 2014 Mays, K. "Humanities and Sciences at Work: Liberatory Education for Millennials." In Burton, A., Winkelmes, M.A., & **Mays, K.** (eds.). *An Illinois Sampler: Teaching and Research on the Prairie*. Urbana: University of Illinois, Urbana-Champaign: 119-122.

## BOOK REVIEWS

- 2019 Mays, K. Review of *Indians on the Move: Native American Mobility and Urbanization in the Twentieth Century* by Douglas K. Miller for the *Native American and Indigenous Studies Journal* (Accepted).
- 2019 Mays, K. Review of *Native Spaces: Geographic Strategies to Unsettle Settler Colonialism* by Natchee Blu Barnd. Book review form, *The AAG Review of Books*, 7, (2), 131-132.
- 2017 Mays, K. Review of *This Benevolent Experiment: Indigenous Boarding Schools, Genocide, and Redress in Canada and the United States* by Andrew Woolford. Winnipeg, University of Manitoba Press, 2015. *Canadian Journal of History*. 51(1), 147-149.
- 2016 Mays, K. Review of John J. Laukaitis, *Community Self-Determination: American Indian Education in Chicago, 1952-2006*. Albany: State University of New York Press, 2015. *History of Education Quarterly*. 56(4), 669-673.
- 2016 Mays, K. Review of John N. Low, *Imprints: The Pokagon Band of Potawatomi Indians in the City of Chicago*. H-Environment Reviews. October. <https://www.h-net.org/reviews/showpdf.php?id=47617>.
- 2015 Mays, K. Review of Sam McKegney (ed.), *Masculindians: Conversations About Indigenous Manhood*. (Winnipeg: University of Manitoba Press, 2015). *Native American and Indigenous Studies Journal* 2(1), pp. 140-143.
- 2014 Mays, K. Review of David E. Kirkland, *A Search Past Silence: The Literacy of Young Black Men*. New York: Teachers College Press, 2013. *Spectrum: A Journal on Black Men*. 3(1), pp. 123-125.
- 2013 Mays, K. Review of H. Samy Alim & Geneva Smitherman, *Articulate While Black: Barack Obama, Language and Race in the U.S.* New York: Oxford University Press, 2012. *Spectrum: A Journal on Black Men*. 1(2): 114-116.

## DOCUMENTARY &amp; FILM REVIEWS

- 2017 Mays, K. Review of *MTV's Rebel Music: Native America*. *Native American and Indigenous Studies Journal*. 1(3), 146-147.
- 2014 Mays, K. Review of Audrey Geyer, *Our Fires Still Burn: The Native American Experience*. *Native American and Indigenous Studies Journal*, 1(2), 198-199.

**Media Appearances**

- 2019 "How Hip Hop Artists are defining a modern Indigenous identity." CBC. May 05, 2019. <https://www.cbc.ca/radio/unreserved/indigenous-masculinity-and-the-lasting-impacts-of-colonization-1.5109762/how-hip-hop-artists-are-defining-a-modern-indigenous-identity-1.5109766>.

**Grants and Awards**

- 2019-2020 Visiting Fellow, The James Weldon Johnson Institute for the Study of Race and Difference, Emory University, \$45,000
- 2019-2020 Institute on Inequality and Democracy Luskin Faculty Seed Grants, "Discourse and Dispossession: Culture, Language, and Black and Indigenous Freedom Dreams in Detroit." UCLA, \$9,010
- 2018-2019 Bunche Center Community Fund, UCLA, \$1,500
- 2018-2019 Council on Research, Faculty Grants Program, Research Enabling Grant, UCLA, \$1,600
- 2018-2019 Institute of American Cultures (IAC) Research Grant for project, "Black Belonging, Indigenous Sovereignty, and Radical Resurgence on Turtle Island." UCLA, \$9,934
- 2017-2018 University of California Consortium for Black Studies in California Fellowship; \$4,000
- 2016 Democratizing Knowledge Summer Institute, Syracuse University
- 2014-2015 Nicholson-IPRH Fellowship, Illinois Program for Research in the Humanities, University of Illinois, Urbana-Champaign
- 2014-2015 Dissertation Fellowship, Department of History, University of Illinois, Urbana-Champaign
- 2014-2015 Alternate, Ford Foundation Dissertation Completion Fellowship
- 2014 FLEFF (Finger Lakes Environmental Film Festival Fellow), Ithaca College, Ithaca, New York
- 2014 Conference on College Composition and Communication Dream Travel Award
- 2013-2014 Focal Point Graduate College Project Grant, University of Illinois, Urbana-Champaign
- 2013-2014 Research Fellowship, Department of History, University of Illinois, Urbana-Champaign

2013	Newberry Consortium on American Indian Studies Graduate Student Fellowship
2013	Bosch Foundation Archival Seminar for Young Historians, German Historical Institute, Washington, D.C.
2013	Joseph W. Swain Prize for best-published journal article in History, University of Illinois, Urbana-Champaign
2011-2012	Graduate College Fellowship, University of Illinois, Urbana-Champaign
2011-2012	Humanities, Arts, Science, and Technology Advanced Collaboratory
2010-2011	McNair Graduate College Fellowship, University of Illinois, Urbana-Champaign
2010	Newberry Consortium on American Indian Studies Graduate Student Seminar Institute Fellow
2010	Summer Pre-Doctoral Institute Fellow, University of Illinois, Urbana-Champaign.

**Research Interests:**

- Urban Indigenous Culture and History
- Urban History
- Indigenous Popular Culture
- Critical Ethnic Studies
- Afro-Indigenous Studies

**Research Experience:**

2013-2014	<i>University of Illinois, Urbana-Champaign Department of History Research Fellowship.</i> This dissertation research is based primarily on oral histories and archival materials conducted during my time in Detroit.
2013	<i>Newberry Consortium in American Indian Studies Research Fellowship</i> (summer). This research was conducted at the Newberry Library in Chicago, Illinois. The research was based primarily on the Library's extensive collection in Midwestern Indigenous culture and history.
2011-2012	This research project was a one-year study of the language and literacy practices of African American male adolescents and their engagement with a Critical Sports Pedagogy during their participation in the My Brother's Keeper Program, a partnership between Michigan State University and the Paul Robeson-Malcolm X Academy in Detroit, Michigan.
2009-2010	This research project, conducted under the direction of Dr. Geneva Smitherman, relied on an analysis of primary documents in order to write a history of the African American and African Studies Program at Michigan State University.

**Teaching Interests**

- Modern United States History

- Comparative Race and Ethnicity & Afro-Indigenous Histories
- Urban History & Urban Indigenous History
- Modern Native American History
- Hip Hop Studies
- Indigenous Popular Culture
- Comparative/Global Indigenous Studies

### **Teaching Experience:**

- 2019 “Advanced Historiography of American Indian Peoples,” University of California, Los Angeles (Winter)
- 2019 “Introduction to American Indian Studies,” University of California, Los Angeles (Fall)
- 2018 “Millennials Are Us: Race, Gender, and Decolonization,” University of Los Angeles, California, (Spring).
- 2017 “Afro-Indigenous History: From Enslavement and Settlement to Black Lives Matter & Indigenous Sovereignty,” University of California, Los Angeles (Fall).
- 2016 “The Promise of Urbanization: American Cities in the 19<sup>th</sup> and 20<sup>th</sup> Centuries, Department of History,” University of North Carolina at Chapel Hill (Fall).
- 2015 Instructor and Course Designer, “Indigenous Histories of Place: Indigenous People, Local Narratives, and Modernity,” Program for Native American Studies, West Virginia University (Spring; online).
- 2013 Teaching Assistant, “Western Civilization, 1660-Present,” Department of History, University of Illinois, Urbana-Champaign (Spring Semester).
- 2012 Teaching Assistant, “U.S. History to 1877,” Department of History, University of Illinois, Urbana-Champaign (Fall Semester).
- 2012 Instructor and Course Designer, “Rappin and Reppin History: Exploring Culture, Language, and U.S. History through Hip Hop Culture,” Champaign County Juvenile Detention Center (Summer).

### **Service**

#### ***Panels***

- 2018 Panelist, “Navigating the Academic Job Process at Research, Teaching, and Private Institutions. Academic Job Spring Intensive for Graduate Students and Postdoctoral Scholars in the Social Sciences, Humanities, Arts & Education,” June 8.

### **Conference Organization and Inviting Speakers:**

- 2019 Brought Paul Ortiz, associate professor at the University of Florida.
- 2014 Undoing the Destruction of Black Education in Detroit: A Midwestern Strategic Planning Forum. Black Education Congress, Detroit, Michigan.

- 2014 Learning From Detroit: Turbulent Urbanism in the 21<sup>st</sup> Century. University of Michigan, Ann Arbor, Michigan.
- 2014 Reimagining Education: A Workshop for Critical Educators. May 2-3, University of Illinois, Urbana-Champaign. Two-day conference with invited speakers, Geneva Smitherman, Ana Celia Zentella, and David E. Kirkland (with Eduardo Coronel, Gabriel Rodriguez, et al.).
- 2013 Women's and Gender History Symposium, University of Illinois, Urbana-Champaign.

### **Guest Lectures, Invited Talks, and Keynotes**

- 2019 *"Hip Hop Beats, Indigenous Rhymes: Decolonization & Black & Indigenous Solidarity."* Northern Arizona University Ethnic Studies 6<sup>th</sup> Annual Hip Hop Week, April 16.
- 2019 *"The Mobility of Belonging: How Black People Construct their Indigeneity on Turtle Island."* University of Florida, April 8.
- 2019 *"When did Black Americans lose their indigeneity? Antiracism, Indigenous Erasure, and the Future of Black-Indigenous Relations."* Princeton University, April 5.
- 2019 *"Who Gets to be Indigenous? Black Indigeneity, Indigenous Erasure, and Black-Indigenous Relations on Turtle Island."* University of Texas, Austin, March 28.
- 2019 *"When did Black people lose their Indigeneity?" Reimagining Black and Indigenous Histories."* Dartmouth College, February 6.
- 2018 *"Indigenous Hip Hop Millennials: Decolonization, Solidarity, and Artistic Struggle."* Cal Poly Pomona, Pomona, California, November 7.
- 2018 *"Indigenous Hip Hop: Decolonization, Solidarity, and the Struggle for the Im/Possible."* University of Louisville Keynote. Louisville, Kentucky, October 12.
- 2018 *"Black Belonging, Indigenous Sovereignty: The Struggle for Freedom, Self-Determination, & Sovereignty."* James Madison College, Michigan State University, East Lansing, Michigan, October 4.
- 2018 *"We Still Here: Indigenous Hip Hop, Resisting (settler) Colonialism, and the Politics of Possibility."* Bucknell University, keynote, September 24.
- 2018 *"We Still Here: Indigenous Hip Hop Dreams and Resistance in the Americas."* Critical Latinx Indigeneities Pre-Conference. Los Angeles, May 16.
- 2018 *"Indigenous Politics & Coalitions in California: Or, Why We Need a Settler Colonial Framework."* Envisioning California 2018: Racial and Ethnic Politics in the Golden State." California State University, Northridge, April 9.
- 2017 *"I apologize': On Indigenous Men Ending Toxic Masculinity."* Native American Heritage Month, UCLA, November 14.



- 2017      *"Getting Elsewhere: Shared Futures on Self-Same Land."* University of Toronto, November 3.
- 2017      *"Yall just tryna be black!": Indigenous Hip Hop and the Politics of Blackness on Turtle Island.* "Institute of American Cultures Fall Forum, UCLA, November 2.
- 2017      *"Black and Indigenous Relations Across Turtle Island: Dreams, Tensions, and Possibilities."* Keynote for Native American Heritage Month, University of Maryland, College Park, October 30.
- 2017      *"Indigenous Dreamin': How Indigenous Hip Hop Rejects the Colonial Politics of Recognition."* Decolonization in a Comparative Perspective, Amherst College, October 28.
- 2017      "Race, Capitalism, and Settler Colonialism," Respondent to Alyosha Goldstein paper. Race and Capitalism: Global Territories, Transnational Histories. October, 20.
- 2017      *"Be Like water: Indigenous Millennials & How We Gon' Get Free."* Second Annual Native Big Ten Gathering, Purdue University, October 14.
- 2017      *"Indigenous Hip Hop and Why Representation Matters."* Brown University, October 2.
- 2017      *"'A Million dollars worth of game for \$9.99': What Bruce Lee Can Teach Us About Surviving the University."* Community College Program, UCLA, July 11.
- 2017      *"From Black & Red Power to Flint & Standing Rock: Unexpected Encounters in Black & Native Histories."* Middle Tennessee State University, February 21.
- 2017      *"Thoughts on Black and Indigenous Relations, From Flint to Standing Rock--and Beyond."* Mount Royal University, Calgary, February 9.
- 2016      *"Remixing Turtle Island: The Rise of the Indigenous Hip Hop Generation."* Keynote for Duke University's Native American Heritage Month, November 16.
- 2016      *"Be Who You Be: Notes on Culture, Politics, and the Rise of the Indigenous Hip Hop Generation."* Keynote for North Carolina State University, November 1.
- 2016      *"The Black Centered City,"* Charles Wright Museum, Detroit, Michigan. Featured panel, October 6.
- 2016      *"A Change is Gonna Come": Thoughts on Culture, Protest, and the Rise of the Indigenous Hip Hop Generation."* Keynote for the First Annual Big Ten Native Gathering, University of Wisconsin, Madison. September 30.
- 2016      *"The Intersections of Black and Native Activism in 1960s America."* The Turbulent Decade: 1965-1975. Program in the Humanities, University of North Carolina at Chapel Hill, June 24.
- 2016      *"Anti-Colonial Experiments in Entangled Socialities;"* participant. The Institute for Gender, Race, Sexuality and Social Justice, University of British Columbia, May 26.

- 2016 *"Indigenous in the Motor City: Indigeneity and the Development of 20<sup>th</sup> Century Detroit."* Faculty Seminar on the Urban Experience." University of Kansas, May 12.
- 2016 *"Indigenous Detroit: Or, How Indigeneity Was Central to the Development of Modern Detroit."* James Madison College, Michigan State University, April 20.
- 2016 *"Red Power to Hip Hop: Citizenship, Modernity, and the Quest for Sovereignty in Indigenous North America."* James Madison College, Michigan State University, April 19.
- 2016 *"Between the Rez and the City: The Urban Native American Experience in Postwar America,"* Middle Georgia State College, March 16.
- 2016 *"The Arrivant, the Native, and the Settler in the Motor City: Indigenous (Competing) Histories of 20<sup>th</sup> Century Detroit."* University of Toronto. February 25.
- 2016 *"We Gon Be Alright!": Black-Indigenous Relations in Popular Culture, and Why It Matters."* North Carolina State University, February 15.
- 2016 *"From Red Power to Hip Hop: The Urban Indigenous Experience in Postwar America."* Center for the Study of the American South, University of North Carolina at Chapel Hill. February 9.
- 2016 *"Reading Indigeneity into the Rhetoric and Words of Malcolm X: The Discourses of Black Indigeneity, and Why It Matters."* University of North Carolina at Chapel Hill. January 27.
- 2015 *"Indigenous Hip Hop: Performing Indigeneity in 21<sup>st</sup> Century North America."* Lecture for Dr. Daniel Cobb's 20<sup>th</sup> Century Native North America Course. University of North Carolina at Chapel Hill. November 30.
- 2015 *"Indigenous Hip Hop, or How Native People Challenge Stereotypes One Bar at a Time."* Kennesaw State University. November 19.
- 2015 *"You got that good hair!": Sayings, Encounters, and Other Moments in Black and Indigenous Histories."* University of Wisconsin, Oshkosh. February 26.
- 2015 *"Black-Indigenous Histories in Unexpected Places,"* for Dr. Gabriel Loiacono's "American Indian History 363 course," University of Wisconsin, Oshkosh, February 26.
- 2015 *In Defense of Community and Nation: Education, Indigenous Feminism, and Political Culture in Postwar Detroit.* California Poly Pomona, Native Scholars Lecture Series; Pomona, CA, February 17.
- 2015 *Unexpected Encounters in Black-Indigenous History,* Residential College in the Arts and Humanities, Michigan State University, February 5.

**Conference Presentations (selected)**

- 2019 “Memory and Un-Remembering in Detroit.” Society of Early Americanists Biennial Conference, Eugene, Oregon, March 1.
- 2018 “Indigenous Hip Hop and Decolonization: Toward a Global Indigenous Popular Culture.” American Studies Association Annual Meeting, Atlanta, Georgia, November 8.
- 2018 “Black and Indigenous Dreamin’: Indigenous Millennials and Decolonial Possibilities.” Scholar-Activism in the Twenty-First Century Conference, London, United Kingdom, June 23.
- 2018 “*From Red Power to Indigenous Hip Hop: Radical Indigenous Culture and Politics in Post-Rebellion Detroit.*” “1968 & Its Legacies” Conference, London, United Kingdom, June 15.
- 2018 “*NdNs in the Black Mind: Possibilities, Tensions, & Why We Gon Be Alright.*” Native American and Indigenous Studies Association Annual Meeting, Los Angeles, California, May 18.
- 2017 “*Indigenous Hip Hop & the Politics of Blackness.*” American Studies Association Annual Meeting, Chicago, IL, November 10.
- 2016 “*Malcolm X and Indigeneity: The Discourses of Black Indigeneity and Indigenous Erasure.*” American Studies Association Annual Meeting, Denver, CO, November 19.
- 2016 *Black, Indigenous, and Indigeneity?: Race, Place, and Competing Indigeneities in Postwar Detroit.* Western History Association Annual Meeting, St. Paul, Minnesota, October 22.
- 2016 “*Family as a Method in Reconstructing Indigenous and Black West(s).*” Western History Association Annual Meeting, St. Paul, Minnesota, October 21.
- 2016 “*Settler Colonialism in a Settler Regime: Race, Place, and Internal/Settler Colonialisms in Modern Detroit.*” American Historical Association Annual Conference, Atlanta, GA. January 10.
- 2015 *Detroit is the Black Man’s Land: The Problem of Black Indigeneity in Post-Rebellion Detroit.* Ethnohistory Conference, Las Vegas, NV; November 7.
- 2015 *Indigeneity “where the big waters are divided”: Indigenous Histories of Belle Isle, Detroit.* Ethnohistory Conference, Las Vegas, NV; November 5.
- 2015 *Performing Colonialism: The Construction of a Settler Colonial City at Detroit’s 1901 Bicentennial.* American Studies Association, Toronto, ON, CA; October 11.
- 2015 *Indigenous Women and the Settler Regime: Indigeneity, Gender, and Race in Post-Rebellion Detroit.* Native American and Indigenous Studies Annual Conference, Washington D.C. June 5.

- 2015 *Between Past and Presence: Settler Masculine Imaginings and Settler-Indigenous Encounters in Detroit, 1871-1922*. Chair: Jean M. O'Brien. American Historical Association Annual Conference, New York City. January 4.
- 2014 *Reclaiming Waawayeyaattanong, or Indigenous Detroit: Reinserting Indigenous Peoples back into Modern Detroit (and Midwestern) History*. The Humanities Center 2014 Fall Symposium, Theme: re: The City. Detroit, MI; October 31.
- 2014 Organized session and chair. *Reimagining Education as a Cultural Rhetoric: A Roundtable Conversation on Workshops as a Critical Tool for Teacher-Learning*. Cultural Rhetorics Conference. East Lansing, MI (with Eduardo Coronel & Gabriel Rodriguez). November 1.
- 2014 *Indigenous Hip Hop as an Embrace of Indigenous Modernity: Indigenous Rappers Constructing Cultural Rhetorics through Masculinity*. Cultural Rhetorics Conference. East Lansing, MI. November 1.
- 2014 *Indigenous Women's Activism in the Motor City: Indigenous Women (Re)mapping—through Indigenous Feminism in Post-Rebellion Detroit*. Urban History Association Bi-Annual Conference, Philadelphia, PA, October 10.
- 2014 *Indigenous Herstories in the Motor City: Toward Urban Indigenous Feminism in Postwar Detroit*. Native American and Indigenous Studies Association Conference, Austin, Texas, May 29.
- 2014 *Pushing the Boundaries of Blackness and Indigeneity: Medicine Bear American Indian Academy*. Organization of American Historians Annual Conference, Atlanta, Georgia, April 11.
- 2014 *Performing Settler Colonialism, Constructing Race: African Americans, Native Americans, and White People at Detroit's 1901 Bicentennial*. Newberry Library Urban History Dissertation Group, Chicago, Illinois, February 8.
- 2013 *Blackness, Indigeneity, and Hip Hop: Toward Indigenous Masculinities*. American Anthropological Association Annual Meeting, Chicago, Illinois, November 22.
- 2013 *From Detroit's Indian Educational and Cultural Center to Medicine Bear American Indian Academy: Indigenous Education in Postwar Detroit*. History of Education Conference, Nashville, Tennessee, October 31.
- 2013 *Pontiac's Ghost in Detroit: Constructing Race and Gender through Indigenous Masculinity at the Turn of the 20<sup>th</sup> Century*. Chair: Tiya Miles. The Annual Meeting of the Society of Ethnohistory, New Orleans, Louisiana, September 14.
- 2013 *Pushing the Boundaries of Blackness: How Indigeneity Challenges Detroit's Racial History*. History Council of Black Studies Conference, Indianapolis, Indiana, March 14.
- 2012 *"The Voice of the Voiceless": Indigenous Hip Hop and Urban Youth Culture*. Native American and Indigenous Studies Conference, Uncasville, Connecticut, June 5.

- 2012 *Beyond the Rez: Toward Indigenous Hip-hop Literacies*. Hip-hop Literacies Conference: The Globalization of Black Popular Culture. Ohio State University, May 10.
- 2011 “*We Jus D town Reppin’*”: *Black Males and Critical Sports Literacies*. (E)Racing the Past, Righting the Future: Examining the Intersections of Race and Gender in New English Education. National Council for Teachers of English Convention. Chair: David E. Kirkland, (with Austin Jackson and AJ Rice), November 18.
- 2011 *Black, Red, and Radicalism: African American and Native American Activism in the Bay Area*. Western Historical Association Conference. Oakland, California, October 13.
- 2011 Organized session. *Black and Red Progressives: African Americans and Native American Responses to White Supremacy 1911*. Chair: Frederick E. Hoxie. Native American and Indigenous Studies Association Conference, May 20.

## CURRENT GRADUATE STUDENTS

### Currently on Thesis Committee

### Graduated

Marcus (Wiyaka) Bear Eagle, Masters student, American Indian Studies, UCLA  
 Kylie Gemmell, American Indian Studies, UCLA  
 Shalene Joseph, Masters student, American Indian Studies, UCLA  
 Kristen Martinez, Masters Student, American Indian Studies, UCLA  
 AnMarie Mendoza, Masters Student, American Indian Studies, UCLA (chair)  
 Denise Morales, Masters Student, American Indian Studies, UCLA  
 Mari Nobre, Masters Student, African American Studies, UCLA  
 David Streamer, Masters student, American Indian Studies, UCLA

## PUBLIC WRITING

- 2017 “I ghost dance over drums/my music speaks to the young”: Thoughts on Settler Colonialism, Contemporary Politics & Culture, & the Rise of the Indigenous Hip Hop Millennials.”  
<https://artsinachangingamerica.org/ghost-dance-drumsmy-music-speaks-young-kyle-t-mays/>.
- 2017 Indigenous Genocide and Black Liberation: A Short Critique of “I Am Not Your Negro”--with Love. <https://indiancountrymedianetwork.com/news/opinions/indigenous-genocide-black-liberation-short-critique-not-negro-love/>.
- 2016 The Souls of White-Indians: A Letter to My White Indian Friend.  
<http://www.nativeninetypercent.com/kyle-t-mays.html>.
- 2015 Can We Live—And Be Modern?: Decolonization, Indigenous Modernity, and Hip Hop.  
<https://decolonization.wordpress.com/2015/03/12/can-we-live-and-be-modern-decolonization-indigenous-modernity-and-hip-hop/>.

- 2014 How Obama's 'Acting White' Blunder Erased Indigenous Concerns. *Indian Country Today Media Network*. Link: <http://bit.ly/1uAlwgs>.

### Workshops

- 2018 Indigenous Millennials & NdN Hip Hop Pedagogy. UCLA Teacher Education Program's Annual Ethnic Studies Speaker Series, Horace Mann Middle School, April 27.
- 2017 "Spit yo game/talk yo sh\*t!: Creating (counter) Safe Spaces in the Neoliberal University." Mount Royal University, Calgary, Alberta, February 9.
- 2016 "Smitherman/Villanueva Scholarly Writing Retreat;" participant. Stanford University, July 25-30.
- 2016 "Democratizing Knowledge Institute;" participant. Syracuse University, June 13-18.
- 2016 "Building Guerilla Intellectuals: Strategies for Cultivating Transformative Student Organizations." Michigan State University, April 22, 2016. With A.J. Rice and Ashley Newby.
- 2016 "Can Black Lives and Native Lives Matter, Equally?: The Discourses of Decolonization." University of Illinois, Urbana-Champaign, February 17.
- 2016 "Hip Hop Beats, Indigenous Rhymes: History, Hip Hop Culture, and Indigenous Peoples in the U.S." Hotchkiss School. January 30-31.
- 2015 "Hip Hop and Representation" with Lakota Hip Hop Artist Frank Waln. First Wave Program, University of Wisconsin Madison, October 24.
- 2014 *Hip Hop and the Teaching of Social Studies: A Critical Language Approach*, for instructor Jay Mann's "Introduction to Teaching in a Diverse Society—Social Studies- Curriculum and Instruction 401," University of Illinois, Urbana-Champaign; October 15.
- 2013 "I'm just tryna find common ground: Toward a Humanizing of Young Black Men." Workshop for My Brother's Keeper Mentoring Program, East Lansing, MI, Michigan State University; August 24.

### Service

- 2019-2022 Nominations Committee, Native American and Indigenous Studies Association
- 2019-present Faculty Collective, Institute on Inequality and Democracy, UCLA
- 2018-2019 Executive Committee, Department of African American Studies, UCLA
- 2019 Institute of American Cultures, American Indian Studies Center, Visiting Fellowship Award Committee
- 2019 Institute of American Cultures, American Indian Studies, IAC Grant Awards Committee

2018-2019	Mentor, RAIN (Retention of American Indian Students Now!)
2018	Mentor, Graduate Summer Research Mentorship Program, UCLA.
2018	Manuscript reviewer for the University of Minnesota Press
2018-2020	Editorial Board Member, <i>The Public Historian</i> .
2017-2020	Bunche Center for African American Studies Faculty Advisory Committee
2017-2020	American Indian Studies Center Faculty Advisory Committee
2017-2018	Native American and Indigenous Studies Association Planning Committee
2017	Ronald E. McNair proposal reviewer at UCLA.
2017-Present	Manuscript Reviewer for <i>Contemporary Literature</i> ; <i>American Studies Quarterly</i> ; <i>International Journal of Urban and Regional Research</i>
2017	Manuscript reviewer for the University of Manitoba Press
2013-2015	Founding Managing Editor, <i>Native American and Indigenous Studies Journal</i> (co-editors Jean O'Brien and Robert Warrior); <b>won Best New Journal Award of the Council of Editors of Learned Journals.</b>
2015	Reviewer for special issue on "Race, Rhetoric, and the State," in <i>Present Tense: A Journal of Rhetoric in Society</i> (vol. 5, no. 2)
2015	Reviewer for special issue on "cultural rhetorics" in <i>Enculturation: A Journal of Rhetoric, Writing, and Culture</i>
2011-2013	Native American House Advisory Committee, University of Illinois, Urbana-Champaign
2011-2013	Diversity Committee, Department of History, University of Illinois, Urbana-Champaign
2011-2012	The Subcommittee on Graduate Student Conduct, University of Illinois, Urbana-Champaign
2009	Graduate Mentor, McNair Scholars Program, Michigan State University
2009-2010	Coordinator, My Brother's Keeper Mentoring Program for African American Males, Michigan State University

### Professional Affiliations and Interests:

American Studies Association  
 Organization of American Historians  
 American Historical Association  
 Native American and Indigenous Studies Association  
 American Society for Ethnohistory



**REFERENCES:**

Dr. Frederick E. Hoxie (emeritus)  
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## *Curriculum Vita – 2020*

### **TERESA L. McCARTY**

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### **Education**

- 1984 Ph.D., Social-Cultural Anthropology, Arizona State University  
Dissertation: *Bilingual-Bicultural Education in a Navajo Community*  
1977 M.A., Social-Cultural Anthropology, Arizona State University  
1975 B.A., Anthropology (Special Education/Child Development minor), Ohio State University

### **Employment**

- 2013 – George F. Kneller Chair in Education and Anthropology and Faculty, American Indian Studies, University of California, Los Angeles; Alice Wiley Snell Professor Emerita of Education Policy Studies, Arizona State University<sup>1</sup>
- 2004-2012 Alice Wiley Snell Professor of Education Policy Studies and Professor of Applied Linguistics; co-director, Center for Indian Education (2009-2012); Affiliate Faculty in American Indian Studies, Mary Lou Fulton Teachers College, and Learning Sciences Institute; Arizona State University
- 1989-2004 Assistant, Associate, Full Professor of Language, Reading and Culture, College of Education, University of Arizona; Interim Dean, College of Education (2002-2003); Department Head, Language, Reading and Culture (1999-2002); Codirector, American Indian Language Development Institute (AILDI), University of Arizona (1989-2004)
- 1986-1989 Education Program Specialist, Arizona Department of Education, Indian Education Unit, Phoenix
- 1983-1986 Regional Coordinator, National Indian Bilingual Center, Arizona State University, Tempe
- 1980-1983 Curriculum Specialist and Coordinator, Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock, Navajo Nation, AZ
- 1977-1979 Educational Liaison, Youth Counselor/Summer Program Teacher (grades 4-6), Fort McDowell Yavapai-Apache Nation, Scottsdale, AZ

<sup>1</sup> Courses taught/developed at UCLA, Arizona State University, and University of Arizona: *Academic Writing and Publishing; Advanced Qualitative Analysis and Interpretation; American Indian Languages, Cultures, and Schooling; Anthropology and Education; Anthropological Perspectives on Bilingual/Multicultural Education; Bilingual Curriculum Development; Ethnography and Education Policy; Ethnography and Language Policy; Foundations of Bilingual Education; Field Research; Indigenous Education; International Perspectives on Indigenous Language Planning and Policy; Introduction to Qualitative Research/Introduction to Qualitative Methods and Design Issues in Educational Research; Language and Culture in Education; Methods and Materials in Bilingual Education; Multicultural Education and Social Justice; Participant Observation and Field Methods; Practicum in Bilingual Education; Qualitative Data Reduction and Analysis; Teacher Research.*

## Selected Honors and Awards

2019	Elected to the National Academy of Education
2019	Outstanding Book Award Finalist, Council on Anthropology and Education, American Anthropological Association, for <i>The Anthropology of Education Policy—Ethnographic Inquiries into Policy as Sociocultural Process</i> (with A.E. Castagno, Routledge, 2018)
2016	Distinguished Teaching Award, University of California, Los Angeles, Department of Education
2015	American Educational Research Association 12 <sup>th</sup> Annual <i>Brown</i> Lecturer in Educational Research, for “producing significant research related to equality in education”
2011-2012	National Endowment for the Humanities Resident Scholar, School for Advanced Research, Santa Fe, NM
2011–	Fellow, International Centre for Language Revitalisation, Auckland University of Technology, Auckland, NZ
2010	George and Louise Spindler Award, for “distinguished, exemplary, and inspirational contributions to educational anthropology.” Council on Anthropology and Education, American Anthropological Association
2009–	Fellow, American Educational Research Association
2008-2009	President, Council on Anthropology and Education, American Anthropological Association
2007	Outstanding Book Award, American Educational Research Association Division B (Curriculum Studies), for <i>“To Remain an Indian”: Lessons in Democracy from a Century of Native American Education</i> (with K.T. Lomawaima; Teachers College Press, 2006)
2003–	Fellow, Society for Applied Anthropology
2002	Outstanding Faculty Research Award, University of Arizona, College of Education
1998	Outstanding Graduate Mentor Award, University of Arizona, College of Education
1993-1997	Fellow, W.K. Kellogg Foundation National Leadership Program
1992	Arizona Minority Education Access and Achievement Cooperative (AMEAAC) Medallion Award

## Publications

### *Scholarly Books and Edited Volumes/Special Issue Journals*

2020	Ali, Arshad I., & McCarty, T.L. (Eds.). <i>Critical Youth Research—Methodologies of Praxis and Care</i> . New York, NY: Routledge.
2019	McCarty, T.L., Nicholas, S.E., & Wigglesworth, G. (Eds.). <i>A World of Indigenous Languages—Politics, Pedagogies, and Prospects for Language Reclamation</i> . Bristol, UK: Multilingual Matters.
2019	Tom, M., Sumida Huaman, E., & McCarty, T.L. (Guest Eds.). <i>Indigenous Knowledges and Learning: Vital Contributions Towards Sustainability</i> . Special Issue, <i>International Review of Education</i> , 65(1), 1-184.

- 2018 Castagno, A.E., & McCarty, T.L. (Eds.). *The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Social Practice*. New York, NY: Routledge.
- 2018 Grande, S., & McCarty, T.L. (Guest Eds.). *Indigenous Elsewheres: Refusal and Re-membling in Education Research, Policy, and Praxis*. Special Issue, *International Journal of Qualitative Studies in Education*, 31(3), entire.
- 2017 McCarty, T.L., & May, S. (Eds.). *Language Policy and Political Issues in Education* (Encyclopedia of Language and Education Vol. 1, 3<sup>rd</sup> ed.). Cham, Switzerland: Springer International.
- 2017 McCarty, T.L., & O'Neil, H.F., Jr. (Eds.), with N. Mancevice, S. Lemire, S. Faircloth, & L. Parker. *Education Research for the Next 100 Years—A Renewed Vision of Interdisciplinarity for the New AERJ*. Special AERA Centennial Issue, *American Educational Research Journal*. Washington, DC: American Educational Research Association.
- 2016 Coronel-Molina, S.M., & McCarty, T.L. (Eds.). *Indigenous Language Revitalization in the Americas*. New York, NY: Routledge.
- 2014 Wyman, L.T., McCarty, T.L., & Nicholas, S.E. (Eds.). *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds*. New York, NY: Routledge.
- 2013 McCarty, T.L. *Language Planning and Policy in Native America – History, Theory, Praxis*. Bristol, England: Multilingual Matters.
- 2012 Hornberger, N. H., & McCarty, T. L. (Guest Eds.). *Globalization from the Bottom Up: Indigenous Language Planning and Policy Across Time, Space, and Place*. Special Issue, *International Multilingual Research Journal*, 6, 1 (entire).
- 2011 McCarty, T. L. (Ed.). *Ethnography and Language Policy*. New York, NY: Routledge.
- 2011 Romero-Little, M. E., Ortiz, S. J., & McCarty, T. L., with Chen, R. (Eds.). *Indigenous Languages Across the Generations – Strengthening Families and Communities*. Tempe: Arizona State University Center for Indian Education.
- 2009 McCarty, T.L., & Wyman, L. (Guest Eds.). *Indigenous Youth and Bilingualism*. Special Issue, *Journal of Language, Identity, and Education*, 8, 5 (entire).
- 2008 McCarty, T.L. (Guest Ed.). *American Indian, Alaska Native, and Native Hawaiian Education in the Era of Standardization and NCLB*. Special Issue, *Journal of American Indian Education*, 47, 1 (entire).
- 2006 Lomawaima, K.T., & McCarty, T.L. *“To Remain an Indian”: Lessons in Democracy from a Century of Native American Education*. New York, NY: Teachers College Press.
- 2006 McCarty, T. L., & Zepeda, O. (Eds.), with V.H. Begay, S. Charging Eagle, S. C. Moore, L. Warhol, & T.M.K. Williams. *One Voice, Many Voices – Recreating Indigenous Language Communities*. Tempe and Tucson: Arizona State University Center for Indian Education and University of Arizona American Indian Language Development Institute.
- 2005 McCarty, T.L. (Ed.). *Language, Literacy, and Power in Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.

- 2005 McCarty, T.L., with Borgoiaakova, T., Gilmore, P., Lomawaima, K.T., & Romero, M.E. (Eds.). *Indigenous Epistemologies and Education: Self-Determination, Anthropology, and Human Rights*. Special Issue, *Anthropology and Education Quarterly*, 36, 1 (entire).
- 2002 McCarty, T.L. *A Place To Be Navajo—Rough Rock and the Struggle for Self-Determination in Indigenous Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 1999 McCarty, T.L., Watahomigie, L.J., Yamamoto, A.Y., & Zepeda, O. (Guest Eds.). *Reversing Language shift in Indigenous America: Collaborations and Views from the Field*. Special Issue, *Practicing Anthropology*, 21, 2-47.
- 1998 McCarty, T. L., & Zepeda, O. (Guest Eds.). *Indigenous Language Use and Change in the Americas*. Special Issue, *International Journal of the Sociology of Language*, 132.
- 1995 McCarty, T.L., & Zepeda, O. (Guest Eds.). *Indigenous Language Education and Literacy*. Special Issue, *The Bilingual Research Journal* 19, 1 (entire).
- 1994 McCarty, T.L., Lipka, J., & Dick, G.S. (Guest Eds.). *Local Knowledge in Indigenous Schooling: Case Studies in American Indian/Alaska Native Education*. Special Issue, *Journal of American Indian Education*, 33, 3 (entire).

### Articles in Refereed Journals

- Forthcoming The holistic benefits of education for Indigenous language revitalisation and reclamation (ELR<sup>2</sup>). *Journal of Multilingual and Multicultural Development*.
- 2019 Tom, M.N., Sumida Huaman, E., & McCarty, T.L. Indigenous knowledges as vital contributions to sustainability. *International Review of Education*, 65(1), 1-18.
- 2018 McCarty, T.L. Twelfth Annual Brown Lecture in Education Research: So that any child may succeed—Indigenous pathways toward justice and the promise of Brown. *Educational Researcher*, 47(5), 271-283.
- 2018 McCarty, T.L. Nicholas, S.E., Chew, K., Diaz, N., Leonard, W., & White, L. Hear our languages, hear our voices—Storywork as theory and praxis in Indigenous-language reclamation. In P.J. Deloria et al. (Guest Eds.), *Unfolding Futures: Indigenous Ways of Knowing for the Twenty-first Century*. Special Issue, *Daedalus, the Journal of the American Academy of Arts and Sciences*, 147(2), 160-172.
- 2017 McCarty T.L., Mancevice, N., Lemire, S., & O’Neil, H.F., Jr. Education research for a new century: A renewed vision of interdisciplinarity. *American Educational Research Journal*, 54(1S), 5S-22S.
- 2015 McCarty, T.L., Nicholas, S.E., & Wyman, L. T. 50(0) years out and counting: Locating “heritage” in heritage language education for Native American learners. *International Multilingual Research Journal*, 9(4), 227-252.
- 2015 McCarty, T.L. How the logic of gap discourse perpetuates education inequality: A view from the ethnography of language policy. *Journal of Linguistic Anthropology*, 25(1), 70-72.
- 2014 McCarty, T.L. Negotiating sociolinguistic borderlands—Native youth language practices in space, time, and place. *Journal of Language, Identity, and Education*, 13(4), 254-267.
- 2014 McCarty, T. L., & Lee, T. S. Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.

- 2014 McCarty, T. L., & Nicholas, S. E. Reclaiming Indigenous languages – A reconsideration of the roles and responsibilities of schools. *Review of Research in Education*, 38, 106-136.
- 2013 McCarty, T.L. Schooling by the numbers. *American Anthropologist*, 115(4), 645-647.
- 2013 McCarty, T.L. A “rightful” place in the world of languages: Rethinking discourses of dis-ability in Indigenous language planning and policy. *Journal of Language, Identity, and Education*, 12, 179-183.
- 2012 McCarty, T.L. Enduring inequities, imagined futures – Circulating policy discourses and dilemmas in the anthropology of education. *Anthropology and Education Quarterly*, 43, 1-12.
- 2012 McCarty, T. L., Nicholas, S. E., & Wyman, L. T. Re-emplacing place in the “global here and now” – Critical ethnographic case studies of Native American language planning and policy. *International Multilingual Research Journal*, 6(1), 50-63.
- 2011 McCarty, T. L., Collins, J., & Hopson, R. K. Dell Hymes and the New Language Policy Studies – Update from an underdeveloped country. *Anthropology and Education Quarterly*, 42(4), 335-363.
- 2009 McCarty, T. L., Romero-Little, M. E., Warhol, L., & Zepeda, O. Indigenous youth as language policy makers. *Journal of Language, Identity, and Education*, 8(5), 291-306.
- 2009 McCarty, T.L. The impact of high-stakes accountability policies on Native American learners: Evidence from research. *Teaching Education*, 20(1), 1-23.
- 2008 McCarty, T.L. Native American languages as heritage mother tongues. *Language, Culture and Curriculum*, 21(3), 201-225.
- 2007 Deyhle, D., & McCarty, T.L. Beatrice Medicine and the anthropology of education: Legacy and vision for critical race/critical language research and praxis. *Anthropology and Education Quarterly*, 38, 3, 209-220.
- 2006 McCarty, T.L. Voice and choice in Indigenous language revitalization. *Journal of Language, Identity, and Education*, 5(4), 308-315.
- 2006 McCarty, T.L., Romero, M.E., & Zepeda, O. Reclaiming the gift: Indigenous youth counter-narratives on Native language loss and revitalization. *American Indian Quarterly*, 30(1 & 2), 28-48.
- 2003 McCarty, T.L. Revitalising Indigenous languages in homogenising times. *Comparative Education*, 39(2), 147-163.  
Reprinted in O. García & C. Baker (Eds.) (2007). *Bilingual Education: An Introductory Reader* (pp. 33-49). Clevedon, UK: Multilingual Matters.
- 2002 Lomawaima, K.T., & McCarty, T.L. When tribal sovereignty challenges democracy: American Indian education and the democratic ideal. *American Educational Research Journal*, 39(2), 279-305.
- 2002 McCarty, T.L. Bilingual/bicultural schooling and Indigenous students: A response to Eugene Garcia. *International Journal of the Sociology of Language*, 155/156, 161-174.

- 2002 Gutiérrez, K.D., Asato, J., Pacheco, M., Moll, L.C., Olson, K., Horng, E.L., Ruiz, R., Garcia, E., & McCarty, T.L. "Sounding American": The consequences of new reforms on English language learners. *Reading Research Quarterly*, 37, 4, 328-343.
- 1999 McCarty, T.L., & Watahomigie, L.J. Indigenous education and grassroots language planning in the USA. *Practicing Anthropology*, 21, 2, 4-11.
- 1998 McCarty, T.L. Schooling, resistance, and American Indian languages. *International Journal of the Sociology of Language*, 132, 27-41.
- 1998 McCarty, T.L., & Watahomigie, L.J. Indigenous community-based language education in the USA. *Language, Culture and Curriculum*, 11(3), 309-324.
- 1995 Begay, S., Dick, G.S., Estell, D., Estell, J., McCarty, T.L., & Sells, A. Change from the inside out: A story of transformation in a Navajo community school. *The Bilingual Research Journal*, 19(1), 120-139.
- 1994 McCarty, T.L. Bilingual education policy and the empowerment of American Indian communities. *Journal of Educational Issues of Language Minority Students*, 14, [Winter], 23-41.
- 1994 Lipka, J., & McCarty, T.L. Changing the culture of schooling: Navajo and Yup'ik cases. *Anthropology and Education Quarterly* 25(3), 266-284.
- 1994 Dick, G.S., Estell, D.W., & McCarty, T.L. Saad naakih bee'enootíilji na'alkaa: Restructuring the teaching of language and literacy in a Navajo community school. *Journal of American Indian Education*, 33(3), 31-46.
- 1994 Watahomigie, L.W., & McCarty, T.L. Bilingual/bicultural education at Peach Springs: A Hualapai way of schooling. *Peabody Journal of Education*, 69(2), 26-42.
- 1993 McCarty, T.L. Federal language policy and American Indian education. *The Bilingual Research Journal*, 17( 1 & 2), 13-34.
- 1993 McCarty, T.L. Language, literacy, and the image of the child in American Indian classrooms. *Language Arts*, 70(3), 182-192.
- 1993 McCarty, T.L. Creating conditions for positive change: Case studies in American Indian education. *Annual Conference Journal NABE '90-'91*, 89-97.
- 1992 Dick, G.S., & McCarty, T.L. Navajo language maintenance and development: Possibilities for community-controlled schools. *Journal of Navajo Education*, 11(3), 11-16.
- 1992 McCarty, T.L., & Zepeda, O. Southwest Memory: Indigenous voices and views in school humanities. *Journal of Navajo Education*, Special Issue: *Dealing with the Quincentenary: Lessons for the Future*, 10(1), 35-39.
- 1991 McCarty, T.L., Wallace, S., Lynch, R.H., & Benally, A. Classroom inquiry and Navajo learning styles: A call for reassessment. *Anthropology and Education Quarterly*, 22(1), 42-59.
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- 2009            McCarty, T. L. The role of Native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement. Policy paper prepared for the U.S. Department of Education Office of Indian Education Programs, Washington, DC. Spokane, WA: Kauffman and Associates, Inc.

- 2008 The impact of high-stakes accountability policies on Native American learners: Evidence from Research. Queensland, AU: Queensland University of Technology, Indigenous Leadership Institute. (Available online at [www.strongersmarter.qut.edu.au/docs/papers/Article\\_McCarty.pdf](http://www.strongersmarter.qut.edu.au/docs/papers/Article_McCarty.pdf))
- 2006 Romero, M.E., & McCarty, T.L. Language planning challenges and prospects in Native American communities and schools. Tempe: Arizona State University College of Education, Education Policy Studies Laboratory. (Available online at <http://www.asu.edu/edu/epsl/EPRU/documents/EPsL-0602-105-LPRU.pdf>)

*Selected Editorial Essays* (last 10 years)

- 2018 Grande, S., & McCarty, T.L. Indigenous elsewheres: Refusal and Re-membering in education research, policy, and praxis. *International Journal of Qualitative Studies in Education*, 147(3), 165-167.
- 2015 McCarty, T.L., Emihovich, C., Hamann, E., Hoerig, K., Homa, D., Lewine, M., Schensul, J.J., & Villenas, S. Looking for anthropology in all the right places: Findings from the Anthropology Education Task Force. *Anthropology News*, 56, 1 (March). Available at <http://www.anthropology-news.org/index.php/2015/03/10/looking-for-anthropology-in-all-the-right-places/>
- 2014 Brayboy, B.M.J., Lomawaima, K.T., & McCarty, T.L. Editors' introduction: Familiar challenges, innovative possibilities in American Indian and Indigenous education. *Journal of American Indian Education*, 53(2), 1-3.
- 2014 Brayboy, B.M.J., & McCarty, T.L. Editors' introduction: Critical Indigenous research methodologies and the power of Native communities. *Journal of American Indian Education*, 53(1), 1-2.
- 2014 Lomawaima, K.T., & McCarty, T.L. Examining and applying safety zone theory: Current policies, practices, and experiences. *Journal of American Indian Education*, 53(3), 1-9.
- 2014 Lomawaima, K.T., & McCarty, T.L. Revisiting and clarifying the safety zone. *Journal of American Indian Education*, 53(3), 63-67.
- 2014 McCarty, T.L. (2014, September 1). Teaching the whole child: Language immersion and student achievement. *Indian Country Today News Media*. Available at <http://indiancountrytodaymedianetwork.com/2014/09/01/teaching-whole-child-language-immersion-and-student-achievement-156685>
- 2014 McCarty, T.L., with S. Faircloth, G.V. Glass, J. Ladwig, S.J. Lee, S. McNaughton, L. Parker, & S. Villenas. As we embark on a new editorship: A statement from the AERJ-SIA editors. *American Educational Research Journal*, 51(1), 4-6.
- 2013 Brayboy, B.M.J., & McCarty, T.L. Schools and Indigenous knowledge systems. *Journal of American Indian Education*, 52(3), 1-2.
- 2013 Brayboy, B.M.J., & McCarty, T.L. Editors' introduction: The quest for education parity and culturally responsive schooling. *Journal of American Indian Education*, 52(2), 1-2.
- 2013 Brayboy, B.M.J., & McCarty, T.L. Editors' introduction: Agency, power, and self-determination in Indigenous education – Toward new beginnings. *Journal of American Indian Education*, 52(1), 1-2.

- 2013            McCarty, T.L., & Anderson-Levitt, K. Anthropology and the 3Cs: Positioning anthropology in the New Social Studies. *Anthropology News*, Available online at <http://web.archive.org/web/20140307035808/http://www.anthropology-news.org/index.php/2013/11/01/anthropology-and-the-three-cs/>
- 2012            Brayboy, B. M. J., McCarty, T. L., & Warhol, L. Editors' introduction: Unveiling the masks we live by – And engaging the “imperative of hope.” *Journal of American Indian Education*, 51(2), 1-2.
- 2012            Brayboy, B. M. J., McCarty, T. L., & Warhol, L. Editors' introduction: Toward new horizons. *Journal of American Indian Education*, 31(1), 1-2.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: Looking forward from a “golden anniversary” year. *Journal of American Indian Education*, 50(3), 1-2.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: The next 50 years for ASU's Center for Indian Education – Revisiting history and engaging the future. *Journal of American Indian Education*, 50(2), 1-12.
- 2011            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: A tribute to William G. Demmert, Jr. *Journal of American Indian Education*, 50(1), 1.
- 2010            Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: JAIE and CIE – A renewed vision for the next 50 years. *Journal of American Indian Education*, 49(1 & 2), 1-5.

#### *Book Reviews* (available on request)

#### *Work in Progress*

- Under revision    McCarty, T.L., & Lagunas, R. Indigenous language education. *Oxford Bibliographies in Education*. New York, NY: Oxford University Press.
- In preparation    Erickson, F., & McCarty, T.L. Anthropology of education. In preparation for *Oxford Bibliographies*. Oxford, UK: Oxford University Press.
- In preparation    McCarty, T.L. Critical ethnographic monitoring and chronic raciolinguistic panic—Problems, necessities, possibilities, and dreams. In preparation for S. May & B. Caldas (Eds.), *Critical Ethnography, Bi/Multilingualism, Race(ism) and Education*. Bristol, UK: Multilingual Matters.
- In preparation    McCarty, T.L. “You will know our priorities by what we do”: Indigenous-language immersion as an expression of sovereignty and self-determination. In preparation for P. Phyak & P. De Costa (Guest Eds.), *Indigenous Language Education within a Neoliberal Regime: Identities, Ideologies and Activism*. Special Issue, *Journal of Language, Identity, and Education*.
- In preparation    McCarty, T.L., & Halle-Erby, K.M. Ethnographic monitoring and language policy evaluation. In preparation for M. Gazzola, F. Grin, L. Cardinal, & K. Heugh (Eds.), *The Routledge Handbook of Language Planning and Policy*. New York and London: Routledge.



## Recent Scholarly Presentations (last 10 years)

### Recent Conferences<sup>2</sup>

- 2019 *Finding the Practice in Education Policy—A Disciplinary Genealogy of Anthropological Inventions, Interventions, and Potentials* (with A.E. Castagno). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Toronto, ON (April 8).
- 2018 *Hear Our Languages, Hear Our Voices: Storywork as Theory and Praxis in indigenous Language Reclamation* (with S.E. Nicholas). Invited presentation, Sociolinguistics Symposium 22, University of Auckland, Auckland, NZ (June 28).
- 2017 *Beyond Endangerment—The Holistic Benefits of Indigenous Language Revitalization. Keynote Address*, First International Conference on Revitalization of Indigenous and Minoritized Languages. Barcelona and Vic, Spain (April 21).
- 2017 *On the “Importance of Linguistic Rights for Speakers of Lesser Used Languages”—Perspectives from Indigenous Language Education*. Invited presentation, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).
- 2016 *Multimodal Literacies and Monolingual Policies—Lessons by and for “We Who Imagine Multilingual Schools.” Keynote Address*, Annual Ethnography Forum, University of Pennsylvania, Philadelphia, PA (Feb. 26).
- 2016 *“To Remain an Indian”—21<sup>st</sup> Century Indigenous Futures in Education* (with K.T. Lomawaima). **Invited lecture**, Indigenous Book and Authors Festival, University of New Mexico, Albuquerque, NM (March 4).
- 2016 *Macro-level Labels and Micro-level Effects: Undoing Discourses of “Dysfluency” in Indigenous Language Education*. Refereed paper presentation, Annual Meeting of the American Educational Research Association, Washington, DC (April 11).
- 2016 *Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts. Keynote Address*, Sixth International Conference on Immersion and Dual Language Education, University of Minnesota, Minneapolis, MN (October 21).
- 2016 *Indigenous Language Revitalization and the Home-School-Community Connection—Research and Praxis Across Contexts. Keynote Address*, 10<sup>th</sup> Annual Arizona Linguistics Circle, University of Arizona, Tucson, AZ (Dec. 3).
- 2015 *Language Revitalization from the Inside Out – Families, Communities, and Schools “All Together.” Keynote Address*, 22<sup>nd</sup> Annual Stabilizing Indigenous Languages Symposium, Wind River Reservation, Riverton, WY (June).
- 2015 *Locating “Heritage” in Indigenous Heritage Language Education and Advancing Reclamation and Justice* (with S.E. Nicholas). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Chicago, IL (April).
- 2015 *How the Logic of Gap Discourse Perpetuates Education Inequality: A View from the Anthropology of Language Policy*. Refereed paper presentation, Annual Meeting of the American Anthropological Association, Denver, CO (Nov.).

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<sup>2</sup> Discussant commentaries not included.

- 2014 *Public Policy Forum on Indigenous Educational Policy in the U.S.* Invited panelist, Annual Meeting of the American Anthropological Association, Washington, DC (December).
- 2014 *Language Sequestration and Public Education—A View from the Ethnography of Language Policy.* Refereed paper presentation, International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Culturally Sustaining and Revitalizing Pedagogy—New Pathways for Native American Student Achievement. Keynote Address*, Fifth American Indian/Indigenous Teacher Education Conference, Northern Arizona University, Flagstaff, AZ (July).
- 2014 *50(0) Years Out and Counting: Decolonizing Language Education in 21<sup>st</sup> Century Native America* (with S.E. Nicholas & L.T. Wyman). Invited paper presentation, Annual Meeting of the American Educational Research Association, Philadelphia, PA (April).
- 2014 *Academic Journals and the Work of Editorial Boards – An Invitation to Dialogue. Keynote Address*, Third Puerto Rican Conference on Academic Journals, University of Puerto Rico, San Juan, PR (March).
- 2013 *Making Our Literacy Research Matter – Lessons from Work with Indigenous Youth. Keynote Address*, Annual Language Research Association Conference, Dallas, TX (December).
- 2013 *Sequestered Languages in Public Education – A View from the New Language Policy Studies.* Refereed paper presentation, Annual Meeting of the American Anthropological Association, Chicago, IL (November).
- 2013 *English, the Other Mother Tongue – Complicating Inner/Outer Circle Language Ideologies and Practices in Indigenous America. Plenary Address*, International Association for World Englishes Conferences, Tempe, AZ (November).
- 2013 *Rethinking “Majority” and “Minority” from a Language Policy Perspective. Plenary panel presentation*, XIII Simposio Interamericano de Investigación Etnografía en Educación/Inter-American Symposium on Ethnographic Research in Education XIII (September).
- 2013 *Language Rights in Indigenous America: Perspectives from the New Language Policy Studies.* Refereed paper presentation, 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2013 *Rethinking Discourses of Dis-ability in Indigenous Language Planning and Policy.* Refereed paper presentation, Annual Meeting of the American Association for Applied Linguistics, Dallas, TX (March).
- 2012 *From a Way of Seeing To a Way of Being in the World: Wolcottian Ethnography and Anthropological Activism.* Refereed paper presentation, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Working the Sociolinguistic Borderlands: Space, Time, and Place in Native American Language Planning and Policy.* Refereed paper presentation, Sociolinguistics Symposium 19, Berlin, Germany (August).
- 2011 *“Freedom to Have One’s Voice Heard and to Develop a Voice Worth Hearing”: Tracing Hymes in the New Language Policy Studies.* Invited paper presentation, Annual Meeting of the American Anthropological Association, Montréal (November).

- 2011 *Education through Language and Culture Works! Evidence from Research on Promising Practices. Keynote Address*, Northwest Regional Bilingual Institute Annual Conference, New Mexico Association for Bilingual Education, Gallup, NM (October).
- 2011 *Language Revitalization Works: Local Practice and National Language Policy. Plenary Address*, Administration for Native Americans Language Symposium, Minneapolis, MN (September).
- 2011 *Re-emplacing Place in the “Global Here and Now” – Critical Ethnographic Case Studies of Native American Language Planning and Policy* (with Sheilah E. Nicholas and Leisy T. Wyman). Refereed paper presentation, Annual Meeting of the American Association of Applied Linguistics, Chicago (March).
- 2011 *Native Languages and Cultures in Schooling – The Real “Gap” in Achievement Disparities – and What Can Be Done About It*. Invited paper presentation, Annual Meeting of the Society for Applied Anthropology, Seattle WA (April).
- 2010 *Enduring Inequities, Imagined Futures – Circulating policy Discourses and Dilemmas in the Anthropology of Education*. Council on Anthropology and Education **Presidential Address**, Annual Meeting of the American Anthropological Association, New Orleans (November).
- 2010 *Left Behind and Losing Ground: Racializing Language Policies and Local Education Action – Case Examples from Native America* (with Sheilah E. Nicholas). Refereed paper presentation, Annual Meeting of the American Anthropological Association, New Orleans (November).
- 2010 *Promising Practices on the Role of Native Language and Culture in the Academic Achievement of American Indian/Alaska Native Students. Keynote Address*, National Indian School Board Association and Association of Community Tribal Schools, Fort McDowell Yavapai-Apache Nation, AZ (July).
- 2010 *Contextualizing Context in the Anthropology of Education*. Invited Presidential presentation, American Educational Research Association Annual Meeting, Denver, CO (May).
- 2010 *The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minoritized Schooling*. Invited paper presentation, Annual Meeting of the American Educational Research Association, Denver, CO (May).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Language and Literacy Research*. Invited Vice Presidential presentation, Annual Meeting of the American Educational Research Association, Denver, CO (May).
- 2010 *The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minority Schooling*. Refereed paper presentation, Annual Meeting of the American Association of Applied Linguistics, Atlanta, GA (March).
- 2010 *Indigenous Languages Alive and Well in Schools? Evidence from Research and Praxis*. Invited paper presentation, American Educational Research Association Social Justice Action Committee, Indigenous Education Symposium, Tempe, AZ (February).

*Recent Invited Public Lectures, Symposia, Institute and Panel Presentations*

- 2019 *Indigenous-Language Immersion and Culturally Sustaining/Revitalizing Pedagogy* (with T.S. Lee). Invited presentation, Culturally Sustaining Pedagogy Retreat, Santa Monica, CA (June 11).
- 2017 *Beyond Endangerment—Indigenous Language Reclamation, Self-Determination, and Well-Being*. Invited Lecture, University of California, Santa Barbara, Linguistics Department Colloquium Series (October 19).
- 2017 *Culturally Sustaining/Revitalizing Pedagogy and Academic Well-Being—Lessons from Indigenous Education*. Invited Lecture, University of Maryland Multilingual Research Center Colloquium Series, College Park, MD (December 1).
- 2016 *Multilingual Practices and Monolingual Education Policies—A Perspective from Educational Anthropology*. Invited public lecture, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ (Jan. 28).
- 2016 *Writing for Peer Review Journals—Reflections of an Accidental Editor*. Invited plenary presentation, American Indian Higher Education Consortium (AIHEC) Native American Research Centers in Health (NARCH) Institute, Stone Child Tribal College, Box Elder, MT (May 27).
- 2015 *So That Any Child May Succeed—Indigenous Pathways Toward Justice and the Promise of Brown*. **American Educational Research Association 12<sup>th</sup> Annual Brown Lecture in Educational Research**, Ronald Reagan Building and International Trade Center, Washington, DC (October 22).
- 2015 *Language Policy for Families – Lessons from Work with Indigenous Families, Communities, and Youth*. Invited Public Lecture, Humboldt State University, Arcata, CA (February).
- 2015 *Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Educational Sovereignty* (with T.S. Lee). Invited paper presentation, Culturally Sustaining Pedagogy Retreat, Half Moon Bay, CA (May 2).
- 2013 *Making Educational Ethnography Matter – Lessons from Work with Indigenous Youth*. Invited Public Lecture, Royal Anthropological Institute, London (February).
- 2012 *Genealogies of Language Loss and Recovery – Language in the Lives of Indigenous Youth*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM.
- 2012 *Language and Linguaging in the Lives of Indigenous Youth*. Invited Public Lecture, University of New Mexico Native American Studies Program and College of Education, Albuquerque, NM (April).
- 2011 *Indigenous Youth and Language Survival*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM (October).
- 2011 *Ethnography and Language Policy: The Challenges of Sustainable Diversity in Homogenizing Times*. Invited roundtable participant, Slovene Committee of UNESCO and Abakan Action, University of Ljubljana, Slovenia (October).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Language Policy Research and Praxis*. Invited Public Lecture, Department of Linguistics, University of California-Davis (May).

- 2010 *Language Pedagogy and Politics in Indigenous America – Miner’s Canary or Mariner’s Tern?* Invited Public Lecture, Literacy Studies @ OSU Spring Lecture, Ohio State University, Columbus (May).
- 2010 *Indigenous Youth and Language Survival: Some New Directions in Applied Linguistics Research and Praxis.* Invited Public Lecture, Graduate School of Education, Applied Linguistics Lecture Series, University of California-Santa Barbara.

### *Recent Symposia, Conferences, and Scholarly Panels Organized*

- 2018 *Native American and Indigenous Studies Association (NAISA) Indigenous Education Preconference.* Preconference co-organizer and co-chair (with T. Ambo and A. Marin), University of California, Los Angeles (May 16).
- 2018 *Reclaiming Indigenous Languages—New Research and Praxis from the “Ground Up”* (with S.E. Nicholas). Invited session co-organizer and co-chair (with S.E. Nicholas), Sociolinguistics Symposium 22, University of Auckland, Auckland, NY (June 28).
- 2017 *Sustaining Global Multilingualism: Transnational Perspectives on the Contributions of Dónall Ó Riagáin to Linguistic Diversity and Rights.* Invited session organizer and chair, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).
- 2017 *Indigenous Feminisms, Refusal, and the Politics of Caring.* Refereed session co-organizer and chair, Native American and Indigenous Studies Association (NAISA) Annual Meeting, Vancouver, BC (June 22).
- 2015 *Indigenous Culturally Sustaining/Revitalizing Pedagogy—Humanizing, Decolonizing, and Carrying the Agenda Forward.* Invited session co-organizer and co-chair (with S.E. Nicholas), Language Education and Diversity Conference, Auckland, NZ (Nov. 24).
- 2014 *A World of Indigenous Languages: Rights, Access, and Education.* Invited plenary session co-organizer and co-chair (with G. Wigglesworth), International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Language and Local and Global Indigenities.* Invited plenary session speaker, co-organizer and co-chair (with V-P Lehtola), Sociolinguistics Symposium 20, Jyväskylä, Finland (June).
- 2013 *Language Policy for Indigenous, Immigrant, and Ethnic Minority Languages: New Directions and Enduring Dilemmas in Linguistic Diversity and Rights.* Refereed session co-organizer and co-chair (with T. Borgoiaakova), 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2012 *Transcending Borders in Anthropology and Education – The Interdisciplinary Contributions of Harry F. Wolcott.* Refereed session co-organizer and co-chair (with S. Bialostok). Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Open Forum on Anthropology Education.* Session organizer and chair, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2011 *Dell Hymes and the New Language Policy Studies: Legacies and Reimaginings of Linguistic (In)equality in Education.* Invited session co-organizer and co-chair (with J. Collins & R.K. Hopson), Annual Meeting of the American Anthropological Association, Montréal, Québec (November).

- 2011 *Legacies of Educational Anthropology: CAE Presidential Fellows and Mentors Look Forward*. Council on Anthropology Open Forum session co-organizer and co-chair (with K. T. Lomawaima), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Anthropology Education in the U.S. and U.K.* Open Forum session co-organizer and co-chair (with B.V. Street), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Globalization from the Bottom Up: Indigenous Language Planning and Policy in Globalizing Spaces and Places*. Session co-organizer and co-chair (with N. H. Hornberger). Annual Meeting of the American Association of Applied Linguistics, Chicago (March).
- 2010 *Circulating Discourses, Disciplines, and Dilemmas in Education Policy Research and Praxis – Anthropology “of” and “in” Policy*. Session co-organizer and co-chair (with G. Tanaka). Annual Meeting of the American Anthropological Association, New Orleans (November).

### **Doctoral Mentoring – Dissertations Completed (Chair/Co-chair [49])**

- 2020 Michael Wade Moses II, *“It’s So Gross, But Familiar”: A Campus’ Racial Past, Present, and Undergraduate Experiences with On-Campus and Online Racism* (UCLA, Department of Education; co-chair with Douglas Kellner; defended March 2020).
- 2020 Lu (Priscilla) Lu, *Bridging the Familial and the Global: An Ethnographic Study of Family Language Policy in Beijing, China* (UCLA, Department of Education; defended June 2019).
- 2019 Raja Bhattar, *“We Exist!” Sense of Belonging for Indian International LGBTQ Students in U.S. Higher Education* (UCLA, Department of Education; co-chair with Cecilia Rios-Aguilar).
- 2019 Anna Ice, *Raising Bilingual and Biliterate Children in a Monolingual Context: The impact of Family and Supplementary Education Language Policies* (UCLA, Department of Slavic, East European and Eurasian Languages and Cultures; co-chair with Ronald W. Vroon).
- 2018 Andrea Suh Chung, *Working Migrant Children in Mexico’s Agroindustry: Social Reproduction, Exploitation, and Education* (UCLA, Department of Education; co-chair with Edith Mukudi Omwami).
- 2016 Joy Anderson, *A Life Story of Ethnic Studies through the Eyes of Scholars in the Field* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Rosalva Lagunas, *Intergenerational Language Ideologies, Practices, and Management: An Ethnographic Study in a Nahuatl Community* (Arizona State University, Learning, Literacies, and Technologies; co-chair with Mary Eunice Romero-Little).
- 2016 Kathleen M. Corley, *Voices of Refugee Youth in a Restrictive Educational Language Policy Context in Arizona: Narratives of Language, Identity and Belonging* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Ran Chen, *Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners* (Arizona State University, Educational Policy and Evaluation).



- 2015 Lusia Marliana Nurani, *Changing Language Loyalty and Identity: An Ethnographic Inquiry of Societal Transformation among the Javanese People in Yogyakarta, Indonesia* (Arizona State University, Applied Linguistics; co-chair with Mary Eunice Romero-Little).
- 2015 Erin Nolan, *A Phenomenological, Qualitative Study of Place for Place-Based Education: Toward a Place-Responsive Pedagogy* (Arizona State University, Educational Policy and Evaluation).
- 2014 Cynthia Benally, *Native American History Instruction in an Urban Context: An Exploration of Policy, Practice, and Native American Experience* (Arizona State University, Educational Administration; co-chair with Bryan McKinley Jones Brayboy).
- 2014 Man-Chiu Lin, *Practicing Community-based Truku (Indigenous) Language Policy: Dialogues and Hope at the Intersection of Language Revitalization, Identity Development, and Community Rebuilding* (Arizona State University, Applied Linguistics).
- 2013 Donna Bullock, *Assessing Teachers: A Mixed-method Case Study of Comprehensive Teacher Evaluation* (Arizona State University, Education Administration).
- 2013 Rhiannon L. Gishey, *A Qualitative Study of Urban Elementary School Teachers' Perceptions of Accountability in Their Practice* (Arizona State University, Education Administration).
- 2013 Michelle Lamp, *An Ethnographic Case Study of a School's Engagement in a School-wide Reform Initiative* (Arizona State University, Education Administration).
- 2013 Sheau-yann Liang, *Interpreting Critical Literacy in a Natural History Museum* (Arizona State University, Curriculum and Instruction).
- 2012 Antonia Franco, *The Journey of an Urban High School District Implementing a College Readiness Initiative* (Arizona State University, Education Administration).
- 2011 Joseph Axel, *Language in Filipino America* (Arizona State University, Educational Leadership and Policy Studies).
- 2011 Tina Craig, *Factors that Influence Teacher Expectations of Hispanic, African American and Low-Income Students* (Arizona State University, Education Administration).
- 2011 Sara S. Crawford, *The Impact of Local Wellness Policies on School Meals and Wellness in Public Schools* (Arizona State University, Education Administration; co-chair with A. Molnar).
- 2011 Danielle Lansing, *Landscapes of School Choice, Past and Present: A Qualitative Study of Navajo Parent School Placement Decisions.* (Arizona State University, Education Administration).
- 2011 Theresa Ratti, *I Have To Go On: The Effect of a Mother's Death on Her Daughter's Education* (Arizona State University, Education Administration).
- 2011 Susanna M. Steeg, *Teacher Learning within Literacy Instruction: Reflective and Refractive Considerations on Community, Interpersonal, and Individual Planes* (Arizona State University, Curriculum and Instruction, Language and Literacy Studies).

- 2010 Rucheeta Kulkarni, *The Costs of Caring: What Motivated Low-Income Youth of Color Gain and Give Up in Pursuit of School Success* (Arizona State University, Division of Advanced Studies in Education Policy, Leadership, and Curriculum).<sup>3</sup>
- 2009 Kishan Lara, *Conceptions of Giftedness on the Hoopa Valley Indian Reservation* (Arizona State University, Division of Curriculum and Instruction; co-chair with K. Manuelito).
- 2009 Larisa Warhol, *Native American Language Education as Policy-in-Practice: An Interpretive Policy Analysis of the Native American Languages Act of 1990/1992* (Arizona State University, Division of Educational Leadership and Policy Studies).
- 2008 Sheilah E. Nicholas, *Becoming “Fully” Hopi: The Role of the Hopi Language in the contemporary Lives of Hopi Youth – A Hopi Case Study of Language Shift and Vitality* (University of Arizona, American Indian Studies Program; co-chair with E. Sekaquaptewa).<sup>4</sup>
- 2007 Christopher Macaluso, *Too Big, Too Small, Just Right: The Impact of School District Size on a Principal’s Ability to Exercise Leadership – A Study of the Extremes* (Arizona State University, Education Administration).
- 2006 Hien Ta, *Reading the Word and the World: A Critical Literary and Autoethnographic Study of Educational Renovation in Vietnam* (University of Arizona, Department of Language, Reading and Culture).
- 2005 Takaharu Saito, *Exploring Nonnative-English-Speaking Teachers’ Experiences in Teaching English at a U.S. University* (University of Arizona, Department of Language, Reading and Culture)
- 2004 Terese Rand Bridges, *Language and Literacy Ideologies of Bilingual Preservice Teachers* (University of Arizona, Department of Language, Reading and Culture).
- 2004 María López, *Stories from the Heart: Youth Narratives on Alternative School Experiences* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Char Ullman, *English Matters? Undocumented Mexican Transmigration and the Negotiation of Language and Identities in a Globalizing Economy* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Robert Whitman, *Literacy, New Capitalism, and the New Work Orders: Case Studies from School-to-Work Education* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Lorrie Wright, *A Case Study of Speech/Language Therapists Who Advocate for Native American Dialect Speakers* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Christine Cain, *Literacy, Politics and Power in California Classrooms* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Yuriko Wellington, *How Multicultural Are We? A Case Study of Curriculum Reform in Higher Education* (University of Arizona, Department of Language, Reading and Culture; co-chair with K. Short).

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<sup>3</sup> Recipient of the 2010 Council on Anthropology and Education Outstanding Dissertation Award.

<sup>4</sup> Recipient of the 2009 Honorable Mention Award, Council on Anthropology and Education Outstanding Dissertation competition.



- 2001 Anita Fernández, *Autobiography and Multicultural Teacher Preparation* (University of Arizona, Department of Language, Reading and Culture).
- 2000 Lawrence Berlin, *Toward a "Working Definition" of Effective Language Instruction in the Multicultural ESL Classroom* (University of Arizona, Interdisciplinary Program in Second Language Acquisition and Teaching; co-chair).
- 1998 Laurene Gallimore, *Teachers' Stories: Teaching American Sign Language and English Literacy* (University of Arizona, Department of Language, Reading and Culture).
- 1999 Melanie Uttech, *Education and Immigration in Rural Mexico: An Ethnographic View of Local Experience* (University of Arizona, Department of Language, Reading, and Culture).
- 1997 Pamela Rossi *Having an Experience: Multiple Literacies in Young Children's Opera* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Mariella Espinoza-Herold, *From the Students' Point of View: Latino Students' Perspectives on Schooling* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Julie Simon, *An Ethnographic Study of Sign Language Interpreter Education* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Howard Smith, *The Linguistic Ecology of a Bilingual Classroom: The Child's View* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Theresa M. Sonneleitner, *Yaqui Voices: Schooling Experiences of Yaqui Students* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Kwo-Jen Yang, *The Tension and Growth in Taiwanese Students' Experiences as Non-Native Writers of English* (University of Arizona, Department of Language, Reading and Culture).
- 1993 Louise Lockard, *Navajo Literacy: Stories of Learning to Write* (University of Arizona, Department of Language, Reading and Culture).

### Recent Outreach and Service (last 10 years)

#### National and International Service

- 2020-2023 Member-at-Large, American Educational Research Association (AERA)
- 2020-2021 Chair, American Association for Applied Linguistics Distinguished Scholarship and Service Award Committee
- 2019-2020 Member, Center for Indian Education 60<sup>th</sup> Anniversary Planning Committee, Arizona State University  
Member, American Association for Applied Linguistics Distinguished Scholarship and Service Award Committee  
External Reviewer, Promotion and Tenure Committees: University of Arizona, University of California Riverside
- 2018-2019 External Reviewer, Promotion and Tenure Committee: University of California, Davis

2017-2018	External Reviewer, Promotion and Tenure Committees: Northwestern University, Smithsonian Institution, Stanford University, University of New Mexico, University of Pennsylvania
2016-2019	Member, AERA Minority Dissertation Fellowship Committee
2016–	Advisory Member, Working Group on Language Documentation and Revitalization for Young Learners
2016	External Reviewer, Promotion and Tenure Committees: Rutgers University, University of Michigan, University of Washington Review Panelist, Ford Foundation Predoctoral, Doctoral, and Postdoctoral Fellowship Program, National Academies, Irvine, CA
2015-2016	External Reviewer, Promotion and Tenure Committee: University of Maryland, College of Education
2014-2018	Member, Language Policy Research Network (LRPreN) Advisory Board, Center for Applied Linguistics, Washington, DC
2014-2016	Mentor-at-Large, Council on Anthropology and Education Presidential Early Career Fellows Program, American Anthropological Association
2014-2015	Member, Society for Linguistic Anthropology (SLA) Award for Public Outreach and/or Community Service Selection Committee, American Anthropological Association
2014	External Reviewer, Promotion and Tenure Committees: University of Arizona; University of Connecticut; University of Maryland External Examiner, Ph.D. Thesis Committee of Sophie Nocks, University of Waikato, New Zealand External Examiner, Ph.D. Thesis Committee of Miye Tom, University of Coimbra, Portugal Expert Testimony, U.S. Senate Committee on Indian Affairs, S.1948, <i>Native Language Immersion Student Achievement Act</i> , and S.2299, <i>Native American Languages Reauthorization Act of 2014</i> , a bill to amend the Native American Programs Act of 1974 to reauthorize a provision to ensure the survival and continuing vitality of Native American languages
2013	External Reviewer, Promotion and Tenure Committees: University of Rochester; University of Texas-San Antonio
2010-2014	Chair, Anthropology Education Task Force, American Anthropological Association
2013-2014	Member, PARCC (Partnership for Assessment of Readiness for College and Careers) Accessibility, Accommodations, and Fairness Technical Working Group
2013	Advisor and coauthor, Anthropology Companion Document to the National Council for the Social Studies (NCSS) <i>College, Career, and Civic Life (C3) Framework for Social Studies Standards</i> (January-August)
2009 –	Member, Stabilizing Indigenous Languages Symposium Advisory Board
2012	External Reviewer, Promotion and Tenure Committee: University of California, Santa Barbara
2011	Chair, George and Louise Spindler Award Committee, Council on Anthropology and Education, American Anthropological Association

External reviewer, Promotion and Tenure Committees: Cornell University; Georgia State University; National Research Foundation, South Africa; University of Minnesota; University of New Mexico

- 2010-2011 Past-President, Council on Anthropology and Education, American Anthropological Association  
Chair, Council on Anthropology and Education Presidential Early Career Fellows Program  
Member, National Working Group, Promising Practices and Partnerships in Indian Education, U.S. Office of Indian Education  
External reviewer, Promotion and Tenure Committees: University of South Florida; University of Kansas; University of Hawai'i-Manoa; University of Pennsylvania
- 2008-2010 Member, National Working Group on Promising Practices and Partnerships in Indian Education; PI, subgroup on the role of Native languages and cultures in American Indian/Alaska Native students' academic achievement
- 2006 – Founding Member, Abakan Action, an international language rights organization

### *Editorships*

- 2019 – Co-editor, Language, Education and Diversity Book Series, Multilingual Matters
- 2009 – Co-editor, *Journal of American Indian Education*
- 2013-2016 Editor-in-Chief, *American Educational Research Journal*, Section on Social and Institutional Analysis (*AERJ-SIA*)
- 2010-2013 Associate Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development
- 2009-2015 Associate Editor, *Language Policy*
- 2001-2006 Editor, *Anthropology and Education Quarterly*

### *Editorial and Program Reviewing*

- 2017 – International Advisory Board Member, *Tapuya: Latin American Science, Technology and Society*
- 2014 – Advisory Committee, *Acquired Wisdom: Lessons Learned by Distinguished Researchers* electronic book series
- 2010-2019 Editorial Board Member, *Language, Culture, and Curriculum*
- 2009-2016 Editorial Board Member, *International Journal of Bilingual Education and Bilingualism*  
Editorial Board Member, *Language Policy*
- 2007 – Consulting Editor, *International Multilingual Research Journal*
- 2007-2014 Editorial Board Member, *Anthropology and Education Quarterly*
- 2002-2013 Editorial Board Member, *Language, Education, and Identity*
- 2006-2012 Editorial Board Member, *Language Arts*  
Editorial Board Member, *Reading Research Quarterly*

1990 – Periodic manuscript and book reviewer for *American Indian Culture and Research Journal*; *American Indian Quarterly*; *Anthropology and Education Quarterly*; *Bilingual Research Journal*; *Canadian Journal of Education*; *Cultural Anthropology*; *English Education*; *Ethnicities*; *Ethnohistory*; *Human Organization*; *International Journal of Bilingual Education and Bilingualism*; *International Journal of Multilingual Research*, *International Journal of Qualitative Studies in Education*; *Journal of American Indian Education*; *Journal of Language and Identity in Education*; *Journal of Multilingual and Multicultural Development*; *Journal of Navajo Education*; *Language Arts*; *Language, Culture and Curriculum*; *Language and Education*; *Modern Language Journal*; *Research in the Teaching of English*; *Review of Educational Research*; *Teachers College Record*; *The New Advocate*; Cambridge University Press; De Gruyter; Lawrence Erlbaum; Longman; Multilingual Matters; Routledge/Taylor and Francis; Teachers College Press; University of Oklahoma Press; University of Toronto Press

### *Professional Memberships*

American Anthropological Association; American Association for Applied Linguistics; American Educational Research Association; Native American and Indigenous Studies Association; Society for Applied Anthropology

### *Local/State/Tribal Service*

2009-2015 Outreach partnership with the Fort Mojave Indian Tribe Language Recovery Program. Provided workshops on oral history, language teaching, and language revitalization and collaborated on grant development in support of the Tribe's language recovery efforts.

### *Recent Intramural Service<sup>5</sup>*

2020-2021 Chair, Ad Hoc Committee for Faculty Member's Promotion to Step VI, Department of Education

2019-2020 Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, Department of Education  
 Chair, Indigenous Studies Assistant Professor Search Committee, American Indian Studies  
 Chair, Ad Hoc Committee for Faculty Member's Fourth-Year Review, Department of Education  
 Member, American Indian Studies Faculty Advisory Committee  
 Member, Tribal Learning Community Education Exchange (TLCEE)

2018-2020 Member, Faculty Executive Committee, Graduate School of Education and Information Studies

2017-2020 Chair, Faculty Advisory Council, American Indian Studies Center

2017-2018 Co-chair, American Indian Studies Center 5-Year Review Committee  
 Member, American Indian Studies Faculty Advisory Committee

2016-2018 Chair, Education Department 8-Year Review Committee

2016 Chair, UCLA Law School Ad Hoc Committee to Evaluate the Tribal Learning Community Education Exchange (TLCEE) Director's Position and Program

2015-2017 Member, Academic Personnel Committee, Department of Education

2015-2016 Chair, Qualitative Research Methods Assistant Professor Search Committee, Graduate School of Education and Information Studies (GSE&IS)  
 Member, Penny Kanner Endowed Chair in Women's Studies Search Committee, Department of Gender Studies

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<sup>5</sup> Intramural service is for UCLA only.

- 2014-2015      Chair, Ad Hoc Committee For Faculty Member's Adjunct Professor Appointment, GSE&IS  
 Member, Ad Hoc Committee for Faculty Member's Promotion to Full Professor, GSE&IS  
 Member, American Indian Studies Research Center Director Search Committee  
 Member, Faculty Advisory Committee for American Indian Studies Center  
 Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board, American Indian Studies Program
- 2013–            Member, Faculty Advisory Committee for American Indian Studies Center  
 Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board, American Indian Studies Program
- 2013-2015      Member, Committee on Degrees, Admissions and Standards (CDAS), Graduate School of Education and Information Studies, GSE&IS
- 2013-2014      Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, GSE&IS

### *Consultancies*

- 2016            Consultant, American Indian Higher Education Consortium (AIHEC) community-based behavioral health research and education program. Provided guidance on publishing behavioral health research by Tribal College participants in AIHEC's Native American Research on Community Health (NARCH) initiative.
- 2013            Advisor and team leader on the anthropology of educational persistence for underserved students, Education Credit Management Corporation Foundation. Advised the Foundation on anthropological research on factors leading to educational persistence, particularly for underserved populations; comprise and led a team of researchers with expertise in the anthropology of educational persistence; prepare and present a report detailing anthropological data related to educational persistence.
- 2013            External Program Evaluator, Department of Teaching and Learning, The Ohio State University  
 External Program Evaluator, Department of Education Studies, University of California, San Diego
- 2010-2013      Member, International Expert Panel, Stronger Smarter Learning Communities (SSLC), Queensland University of Technology, Brisbane, Queensland, Australia

### **Grants and Fellowships Under Review and Awarded**

#### *External Grant Under Review*

- 2019 –            \$35,000 American Educational Research Association Conference Proposal for *Indigenous-Language Immersion and Native American Student Achievement: A Symposium to Advance New Research and Innovative Education Practice* (PI).

#### *External Grants and Fellowships Awarded*

- 2016-2020      \$1 million Lyle Spencer Award, Spencer Foundation, for *Indigenous-Language Immersion and Native American Student Achievement* (PI), a national study of Indigenous-language immersion schooling. (*Pending*: Fifth-year no-cost extension request)
- 2011-2014      \$26,998 National Science Foundation Documenting Endangered Languages (DEL) Program RAPID Award for *Documenting Critically Endangered Mojave Bird Songs in Authentic Cultural Contexts*, a community-based language documentation and education project in partnership with the Fort Mojave Tribe of Needles, CA (PI).

- 2011-2012 \$40,000 School for Advanced Research/National Endowment for the Humanities Resident Scholar Fellowship Award for *Reclaiming the "Cultural Language" – Indigenous Youth and Language Continuance* (PI).
- 2010-2014 \$1,184,415 U.S. Department of Education Office of Indian Education Programs award for the *Arizona Four Corners Teacher Preparation Project (AZ4CTPP)*, a project to prepare Native American teachers (co-PI).
- 2009-2011 \$20,000 subcontract from Kauffman Associates for the U.S. Office of Indian Education Programs study, *Promising Practices and Partnerships in Indian Education*, to investigate the role of Native American languages and cultures in American Indian students' academic achievement (co-PI).
- 2009 \$5,000 Lannan Foundation Award, for the 16<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium (co-PI).
- 2001-2006 \$848,907 U.S. Department of Education, Institute of Education Sciences Award, for *The Impact of Native Language Shift and Retention on American Indian Students' English Language Learning and School Achievement*, a 5-year research grant to study the educational effects of Native language loss and retention in urban and rural Indigenous-serving schools (50% FTE; PI).
- 2000 \$3,500 Salzburg Seminar/Freeman Foundation Fellowship Award to participate in an international seminar, *East Asia–the United States: The Search for Common Values*. Salzburg, Austria.
- 1998-1999 \$17,500 Lannan Foundation Award, for the 20th Annual American Indian Language Development Institute (co-PI).
- 1996-1997 \$7,900 Lannan Foundation Award, for the 17th Annual American Indian Language Development Institute (co-PI).
- 1996-97 \$2,600 Award from the San Manuel Band of Mission Indians to recruit and retain American Indian students through the American Indian Language Development Institute (co-PI).
- 1993-1996 \$75,000 W.K. Kellogg Foundation National Fellowship Award, for leadership development and individual research project: *Language Rights and National Unity: Race, Class, Culture and Political-Economic Influences on Minority Language Rights* (PI).
- 1995 \$3,500 Salzburg Seminar Fellowship Award to participate in an international seminar, *Concepts and Challenges of Leadership*; Salzburg, Austria (PI).
- 1991-1994 \$162,701 National Endowment for the Humanities Award, for *Southwest Memory: Indigenous Voices and Views on Arizona History*, a 2-1/2-year research and teacher development/curriculum enrichment grant on American Indian oral and written histories (co-PI).
- 1989-1991 \$11,996 Arizona Humanities Council Award, for *The Written and the Unwritten Word*, an 18-month research and teacher development grant on indigenous oral and written literatures (co-PI).

#### *Internal University Awards*

- 2009-2010 \$11,990 Arizona State University (ASU) Institute for Humanities Research award for *Stabilizing Indigenous Languages – From Documentation to Revitalization*, a collaborative COE-CLAS seed grant to support the Stabilizing Indigenous Languages Symposium, anthology development and publication, and preparation of an NSF/NEH grant under the Documenting Endangered Languages Program (no grant-supported FTE; co-PI).

- 2003-2004      \$67,000 ASU award for the *Language Minority Education Research Roundtable of Arizona (LMERRA) Project*, a collaborative grant between Arizona State University and the University of Arizona for language policy research, presentation, and publication (co-PI).
- 1989-2001      \$179,554 total in University of Arizona awards to support Indigenous language education research, teaching, and outreach, and the recruitment and retention of Native American students (31 grants total, PI/co-PI).



## Pamela Munro

Distinguished Research Professor of Linguistics  
UCLA Box 951543, Los Angeles, Ca. 90095-1543 (310-825-0634; munro@ucla.edu)  
April 2020

### Citizenship: US

**Education:** Graduated 1965, Riverside Polytechnic High School, Riverside, Ca.  
A.B. 1969 (History), Stanford University, Stanford, Ca.  
M.A. 1971, C.Phil. 1972, Ph.D. 1974 (Linguistics), University of California, San Diego, La Jolla, Ca.

### Employment:

Department of Linguistics, University of California, Los Angeles: Acting Assistant Professor (1974-75), Assistant Professor (1975-79), Associate Professor (1979-1984), Professor (1984-2007), Distinguished Professor (2007-2011), Distinguished Research Professor (2011 to date).

### Other Teaching:

Linguistic Field Methods (Cherokee), Linguistic Society of America Linguistic Institute, UCLA, July-August 1984 (6 weeks).  
"Tipología y zapoteco", Seminario Permanente de Lenguas Indígenas de la Dirección de Lingüística e INALI. Mexico City. April-May 2008 (1 week).  
Linguistic Field Methods (Kashaya Pomo), Linguistic Society of America Linguistic Institute, Berkeley, July-August 2009 (6 weeks).  
"Making Dictionaries", Max Planck Max Planck Institute for Evolutionary Anthropology, Leipzig, and University of Khartoum. Khartoum, Sudan, January 2010 (1 week).  
"Chickasaw Grammar for Chickasaw Teachers", Chickasaw Nation (Oklahoma), Ada, Oklahoma, June 2010 (1 week)  
Linguistic Field Methods (Fijian), Linguistic Society of America Linguistic Institute, Davis, CA, June-July 2019 (4 weeks, double course).  
Mentor/teacher, Breath of Life Workshop, Berkeley, 2004, 2006, 2008, 2010, 2012 (one week each)  
Mentor/teacher, Gabrielino/Tongva Language, monthly classes, Los Angeles (2004-present)  
1-2 day workshops, for Chickasaw speakers, the general public, and Chickasaw Nation language program staff, Chickasaw Nation (Oklahoma), 2011-2015  
Guest lectures in classes at UCLA, Pomona College, CSUN, CSUDH (various)  
Community guest lectures on Chickasaw, Zapotec, Garifuna, and Tongva (various)

### Awards and Grants:

National Merit Scholarship (1965-69)  
National Science Foundation Traineeship (1969-70)  
National Science Foundation Graduate Fellowship (1970-72)  
Woodrow Wilson Dissertation Fellowship (1972-73)  
Phillips Fund, American Philosophical Society, Small Grant (1972)



Smithsonian Institution Urgent Anthropology Grant (with Carobeth Laird) (1974)  
 UCLA Academic Senate Research Grants (with William Bright) (1974-75, 1975-76)  
 University of California Regents' Junior Faculty Fellowship (1977)  
 UCLA Academic Senate Research Grants (each academic year 1977-78 to 2007-08 and 2009-present)  
 Institute of American Cultures, UCLA, Grant (1977-78) (for development of Cahuilla pedagogical grammar)  
 National Science Foundation grant (with John Haiman) (1981) (for Conference on Switch-Reference and Universal Grammar)  
 Subcontract for National Science Foundation Grant (principal investigator: Margaret Langdon) (1984-87) (Comparative Yuman dictionary)  
 National Science Foundation grant BNS 88 11007 (1988-89) (A Chickasaw Dictionary)  
 UCLA Chicano Studies Research Center pilot grant (1994) (Xa mood bi:ed ra bunny Sann Luuc Los Aangl: How the People of San Lucas Quiavini Came to Los Angeles)  
 Institute of American Cultures, UCLA, grants (1994-95, 1995-96, 1996-97) (X:a mood bi:ed ra bunny Sann Luu'c Los Aanngl: San Lucas Quiavini Immigration Narratives)  
 UC Mexus Foundation grant (1994-95) (Xa mod bied ra bunny Sann Luc Los Angl: San Lucas Quiavini Immigration Narratives)  
 National Science Foundation grant 97-09415 (1997-99) (San Lucas Quiavini Zapotec: Dictionary, Grammar, and Texts)  
 Institute of American Cultures, UCLA, grant (2002-03, with extensions to 2007) (Preserving Oaxacan Language and Culture in the California Central Valley; retitled as Adding to the *Cali Chiu?* Zapotec Textbook)  
 Department of Education Title VI Grant, "San Diego Consortium: NRC and FLAS," subcontract to University of California, San Diego (Charles L. Briggs, PI), subcontract to UCLA (Pamela Munro) (2003-04; extension, 2006) [for development of a first-year college Zapotec course]  
 American Association for the Advancement of Science, Fellow (2015)

### Current research:

Garifuna grammar (based on fieldwork in Los Angeles and Belize with native speaker/collaborators Martha Martinez-Ciego, Anita Lambey-Martinez, Maurice Lopez, Vincent Lopez, and Henrietta Augustine) — revising and expanding grammar (B23 below; see also A73, A105, A120, A128)  
 Chickasaw grammar and lexicon (based on fieldwork in Los Angeles and Oklahoma, primarily with native speaker/collaborator Catherine Willmond) — revising and expanding dictionary (A67 below) and continuing research on grammatical topics (e.g. in A44, A46, A48-49, A52-54, A56, A66, A78, A80, A84, A86, A88, A91, A93, A94-95, A97, A99-100, A103, A106, A109, A111, A113, A123, A126, A127, A129, D6, D21)  
 Gabrielino/Tongva grammar and lexicon — ongoing extension and revision of grammar and dictionary based on study of early 20th century fieldnotes (e.g. in A43, A57, A85, A119, A, 134 below); daily posts on Tongva Language page (<https://www.facebook.com/TongvaLanguage/>)  
 Wolof dictionary — ongoing extension and revision of dictionary (D14; with native speaker/collaborator Dieynaba Gaye; cf. also D17 below)

Quichua lexicon and grammar (based on fieldwork in Los Angeles with native speaker and collaborator Emilia Chuquin; primarily joint work with Michael Galant, Peter Landerman, and earlier Jos Tellings; cf. 130 below)

Zapotexts (analysis of archival documents from Colonial Mexico; currently with Kevin Terraciano, Michael Galant, and Beatriz Cruz Lopez; cf. A92, A104, A114, A121, A125, A132, A133 below)

## **Publications:**

### **Section A — Published Material (Other than In-House Working Papers)**

- 1971** 1. Villiana Hyde, *An Introduction to the Luiseño Language*, R. W. Langacker, ed., P. Munro, et al., co-eds. Banning, Ca.: Malki Museum Press. [Book. The late Mrs. Hyde was a speaker of Luiseño.]
- 1972** 2. Pamela Munro. "Dialect differences and syntax", *Studies in Language*, R. A. Jacobs, ed., pp. 111-121. Lexington, Mass.: Xerox College Publishing. [Research article.]
- 1973** 3. Pamela Munro and Peter John Benson. "Rule ordering and reduplication in Luiseño", *IJAL* 39: 15-21. [Research article.]
4. Pamela Munro. "Nominalization and plurality in Mojave", *You Take the High Node and I'll Take the Low Node*, C. Corum, et al., eds. Chicago: Chicago Linguistic Society. [Research article.]
5. Pamela Munro. "Proto-Uto-Aztecan \*w — one source for Luiseño ŋ", *IJAL* 39: 135-6. [Research article.]
6. Category changed: see D1.
- 1975** 7. Ronald W. Langacker and Pamela Munro. "Passives and their meaning", *Language* 51: 789-830. [Research article.]
8. Ted Couro and Margaret Langdon. *Let's Talk 'Tipay Aa: An Introduction to Mesa Grande Diegueño*. S. Chung, P. Munro, et al., co-eds. Banning, Ca.: Malki Museum Press. [Book.]
- 1976** 9. Pamela Munro. "Subject copying, predicate raising, and auxiliarization: The Mojave evidence", *IJAL* 42: 99-113. [Research article.]
10. Pamela Munro. *Mojave Syntax*. New York: Garland Publishing, Inc. (Revision of B1; reissued 2016 by Routledge Library Editions.) [Book.]
11. Pamela Munro. "Two stories by Nellie Brown", *Yuman Texts*, M. Langdon, ed., *Native American Text Series* 1,3: 43-50. [Text with analysis.]
- Text portion only reprinted in *Spirit Mountain* (see A50), pp. 286-87 and 287-88.
12. Pamela Munro. "Mojave modals", Proceedings of the First Yuman Languages Workshop, J. E. Redden, ed., *Southern Illinois University Museum Studies (UMS)* (Southern Illinois University, Carbondale) 7: 55-62. [Research article.]
13. Pamela Munro. "On the form of negative sentences in Kawaiisu", *BLS* 2: 308-18. [Research article.]
- 1977** 14. Pamela Munro. "Towards a reconstruction of Uto-Aztecan stress", *Studies in Stress and Accent*, L. Hyman, ed., *University of Southern California Occasional Papers in Linguistics*, 303-326. [Research article.]
15. Pamela Munro. "From existential to copula: The history of Yuman BE",

- Mechanisms of Syntactic Change*, C. N. Li, ed., 445-490. Austin: University of Texas Press. [Research article.]
16. Pamela Munro. "The Yuman \*n prefix", Proceedings of the 1976 Hoka-Yuman Languages Workshop, J. E. Redden, ed., *UMS* (see A12) 11: 52-59. [Research article.]
17. Pamela Munro. "Copular sentences in Pima", *BLS* 3: 103-14. [Research article.]
18. Pamela Munro. Review of *Yaqui Syntax* by J. Lindenfeld, *Language* 53: 245-47. [Book review.]
19. Pamela Munro. Review of *The Chemehuevis* by C. Laird, *Journal of San Diego History* 23,3: 96-97. [Book review.]
- 1978 20. Pamela Munro. "Molly Fasthorse's story of the great wrestling match", *Coyote Stories*, W. Bright, ed., *Native American Texts Series* 1: 149-54. [Text with analysis.]
21. Pamela Munro. "Chemehuevi 'say' and the Uto-Aztecan quotative pattern", *Selected Papers from the 14th Great Basin Anthropological Conference*, D. R. Tuohy, ed., Ballena Press Publications in Archaeology, Ethnology, and History 11, 149-71. Socorro, NM: Ballena Press. [Research article.]
22. Pamela Munro. "Yuman personal nouns", Proceedings of the 1977 Yuman-Hokan Languages Workshop, J. E. Redden, ed., *Occasional Papers on Linguistics (OPL)* (Southern Illinois University, Carbondale). [Research article.]
23. Pamela Munro. Review of *Gramatica Asurini* by C. H. Harrison, *Language* 54: 771-72. [Book review.]
- 1979 24. Pamela Munro. "Imperatives, passives, and perfectives in Chemehuevi", *Journal of California Anthropology Papers in Linguistics* 1: 65-76. [Research article.]
25. Pamela Munro. "Reduplication in Mojave — and Yuman", Proceedings of the 1978 Hoka-Yuman Languages Workshop, ed. by J. E. Redden, *OPL* (see A22). [Research article.]
26. Pamela Munro. Review of *Subject and Topic*, ed. by C.N. Li, *Language* 55:372-80. [Book review.]
- 1980 27. Pamela Munro. "Mojave agreement patterns", Proceedings of the 1979 Hoka-Yuman Languages Workshop, J. E. Redden, ed., *OPL* (see A22). [Research article.]
28. Margaret Langdon and Pamela Munro. "Yuman Numerals", *American Indian and Indoeuropean Studies: Papers in Honor of Madison S. Beeler*, K. Klar, M. Langdon, and S. Silver, eds., pp. 121-135. Mouton: The Hague-Paris-New York. [Research article.]
- 29-31. Categories changed: see D2-4.
32. Katherine Siva Saubel, "Professor Seiler and the Cahuilla language", ed. by P. Munro, *Wege zur Universalien Forschung*, G. Brettschneider and C. Lehmann, eds., Tübingen: Narr. [Text with analysis.]
33. Pamela Munro. Review of *Hokan Studies*, ed. by M. Langdon and S. Silver, *Language* 56: 704-5. [Book review.]
34. Pamela Munro. "Indian languages, American", *Academic American Encyclopedia*, vol. 12: 98-101. Princeton, N. J.: Arete Publishing Co. [Encyclopedia article.]
- 1981 35. Pamela Munro. "Two notes on Yuman 'say'", Proceedings of the 1980

- Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 9: 70-77. [Research article.]
36. Pamela Munro. "Mojave k and m: It ain't necessarily so", Proceedings of the 1980 Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 9: 124-29. [Research article.]
37. Pamela Munro. Review of *The Placenames of Sumter County, Alabama*, by V. Foscue. *Language* 57: 510-11. [Book review.]
38. Katherine Siva Sauvel and Pamela Munro. *Chem'ivillu' (Let's Speak Cahuilla)*. Los Angeles and Banning, CA: UCLA American Indian Studies Center and Malki Museum Press. [Book.]
39. Margaret Langdon and Pamela Munro. "Subject and (switch-)reference in Yuman languages", *Folia Linguistica* 13: 321-44. [Research article.]
- 1982 40. Pamela Munro and Lynn Gordon. "Syntactic relations in Western Muskogean: A typological perspective", *Language* 58: 81-115. [Research article.]
41. Pamela Munro. "Vowel-initial roots in Yuman", Proceedings of the 1981 Hokan Languages Workshop, J. E. Redden, ed., *OPL* (see A22) 10: 24-36. [Research article.]
42. Pamela Munro. "On the transitivity of 'say'", *Transitivity*, P. Hopper and S. A. Thompson, eds., (Syntax and Semantics Series), New York: Academic Press. [Research article.]
55. Pamela Munro. Review of *Language, Culture, and History: Essays by Mary R. Haas. American Indian Culture and Research Journal* 6, 1: 105-6. [Book review.] (out of chronological order)
- 1983 43. Pamela Munro. "Selected studies in Uto-Aztecan phonology", *IJAL* 49: 277-298. [Research article.]
44. Pamela Munro. "Comitatives and causatives in Chickasaw and Choctaw", Proceedings of the 1982 Conference on Far Western American Indian Languages, J. E. Redden, ed., *OPL* 11: 32-41 (see A22). [Research article.]
45. John Haiman and Pamela Munro, eds. *Switch-Reference and Universal Grammar*, Amsterdam and Philadelphia: John Benjamins Publishing Company. (Introduction, pp. ix-xv [co-authored], Index of Languages, Language Families, and Language Areas, pp. 337-342 [singly authored].) [Edited book.]
46. Pamela Munro. "When 'same' is not 'not different'", *Switch-Reference and Universal Grammar* (above), 223-244. [Research article.]
- 1984 47. Pamela Munro. "Floating quantifiers in Pima", *The Syntax of Native American Languages*, ed. by E.-D. Cook and D. B. Gerdts (Syntax and Semantics, vol. 16), New York: Academic Press, 269-288. [Research article.]
48. Pamela Munro. "The syntactic status of Object Possessor Raising in Western Muskogean", *BLS* 10: 634-649. [Research article.]
49. Pamela Munro and Charles H. Ulrich. "Structure-preservation and Western Muskogean rhythmic lengthening", *WCCFL* 3, 191-202. [Research article.]
50. Pamela Munro and Judith Crawford, eds. "Mojave literature", *Spirit Mountain: An Anthology of Yuman Story and Song*, L. Hinton and L. Watahomigie, eds., pp. 279-290. Tucson, AZ: Sun Tracks and the University of Arizona Press. [Edited book section.]
51. Nellie Brown, "Tharavayew", P. Munro, ed. *Spirit Mountain* (see A50), pp. 285-86. (*Spirit Mountain* also includes a reprint of text portion of A11, pp. 286-88.) [Text.]

52. Pamela Munro. "On the Western Muskogean source for Mobilian", *IJAL* 50: 483-450. [Research article.]
- 1985 53. Pamela Munro. "Auxiliaries and auxiliarization in Western Muskogean", *Historical Syntax*, J. Fisiak, ed., pp. 333-362. Berlin-New York-Amsterdam: Mouton. [Research article.]
54. Pamela Munro. "Chickasaw accent and verb grades", *Studia Diachronica et Synchronica* (Festschrift for Werner Winter), Pieper and Stickel, eds., pp. 581-591. Berlin-New York-Amsterdam: Mouton de Gruyter.
55. Out of chronological order — see under 1982 above.
131. Pamela Munro. Review of E. A. Hawkins, *Hawaiian Sentence Structures*. (Pacific Linguistics, B-61.) Canberra: Dept. of Linguistics, Australian National University, 1979.) *Language* 61: 231-232. [Book review.] (Out of chronological order.)
- 1988 56. Pamela Munro. "Diminutive syntax." *A Festschrift for Mary R. Haas*, ed. by W. Shipley, pp. 539-56. The Hague: Mouton. [Research article.]
- 1989 57. Pamela Munro. "Gabrielino: Language of the Indians of Los Angeles", *News from Native California* 3.2: 27-28. (Revised from earlier unpublished B9.) [Popular article based on original and otherwise unpublished research.]
58. Pamela Munro. "Postposition incorporation in Pima", *Southwest Journal of Linguistics* 9:108-27. [Research article.]
- 1990 59. Maurice L. Zigmond, Curtis G. Booth, and Pamela Munro. *Kawaiisu: Grammar and Dictionary, with Texts*, University of California Publications in Linguistics 119. (Complete revision of unpublished B6, with extensive additions: all of grammar and texts and some of dictionary is completely new.) [Book.]
60. Pamela Munro. "Stress and vowel length in Cupan absolute nominals", *International Journal of American Linguistics* 56: 217-50. [Research article.]
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## Section B — Unpublished Material and Material Published Through UCLA Publishing

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- 2017** 23. Pamela Munro, Virginia M. Martinez-Ciego, Maurice Lopez, and Anita Lambey-Martinez. *Adimureha Wamaa Garifuna (Let's Speak Garifuna)*. UCLA Course Reader Solutions. [Book (pedagogical grammar based on original research containing otherwise unavailable descriptive material, revised from B22). Used in Linguistics 114.]

### Section C — Work in Progress

1. (Appeared as A32.)
2. (Appeared as A33.)
3. (Appeared as A39.)
4. (Appeared as A38.)
5. (Appeared as A35.)
6. (Appeared as A42.)
7. (Appeared as A40.)
8. (Appeared as A51.)
9. (Appeared as A53.)
10. (Appeared as A43.)
11. (Appeared as A47.)
12. (Appeared as A44.)
13. (Appeared as A45.)
14. (Appeared as introduction to A45.)
15. (Appeared as A46.)
16. (Appeared as A52.)
17. (Apparently this item never appeared.)
18. (Appeared as A56.)



19. (Appeared as A78.)
20. (Appeared as A66.)
21. (Appeared as A59.)
22. (Appeared as A68.)
23. (Appeared as D9.)
24. (Appeared as A65.)
25. (Appeared as A67.)
26. (Appeared as A97.)
27. (Appeared as A98.)
28. (Appeared as A73.)
29. (Appeared as A80.)
30. (Appeared as A83.)
31. (Appeared as A88.)
33. (Appeared as A111.)
34. (Appeared as A104.)
35. (Appeared as A109.)
36. (Appeared as A105.)
37. (Appeared as A108.)
38. (Appeared as A132.)
39. (Appeared as A123.)
40. (Appeared as A116.)
41. Pamela Munro. "La sistema de clíticos del zapoteco del valle de Tlacolula." In the proceedings of the Coloquio María Teresa Fernández de Miranda, Oaxaca (2008). [Research article. Perhaps this will never be published....]
42. (Appeared as A118.)
43. (Appeared as A121.)
44. Susan L. Morris, John R. Johnson, Pamela Munro, Steven J. Schwartz, and Ernestine Ygnacio-De Soto. "The Lone Woman's Nicoleño Language." Accepted by the Journal of California and Great Basin Anthropology.

## Section D — In-House Working Papers

- 1975** 1. Pamela Munro. "Reanalysis and elaboration in Yuman negatives", *Linguistic Notes from La Jolla* (University of California, San Diego) 5: 36-62. (Formerly A6.) [Research Article]
- 1980** 2. Pamela Munro, ed. *Studies of Switch-Reference*, UCLA Papers in Syntax 8. (Introduction, pp. 1-4.) (Formerly A29.) [Edited book; introduction in edited book.]
  3. Pamela Munro. "On the syntactic status of switch-reference clauses: The special case of Mojave comitatives." In *Studies of Switch-Reference* (above, D2), 145-159. (Formerly A30.) [Research article.]
  4. Pamela Munro. "A questionnaire on switch-reference." In *Studies of Switch-Reference* (above), 4-6. (Formerly A31.) [Note.]
- 1987** 5. Pamela Munro, ed. *Muskogean Linguistics*, UCLA Occasional Papers in Linguistics 6. (Introduction, "Muskogean studies at UCLA", pp. 1-6.) [Edited book; introduction in edited book.]
  6. Pamela Munro. "Some morphological differences between Chickasaw and Choctaw." In *Muskogean Linguistics* (above, D5). [Research article.]
- 1989** 7. Florencia Raquel Aranovich, et al., *U.C.L.A. Slang: A Dictionary of Slang*

- Words and Expressions used at U.C.L.A.*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 8. (Sole author of Brief Guide, p. 3; Introduction, "The U.C.L.A. slang project", pp. 5-14.) (Considerably revised and published as A63; cf. also A64.) [Monograph. Co-authors were UCLA undergraduates. See A64.]
- 1991** 8. Pamela Munro and Dieynaba Gaye, *Ay Baati Wolof: A Wolof Dictionary*, UCLA Occasional Papers in Linguistics 9. [Book.]
- 1992** 9. Pamela Munro, Nellie Brown, and Judith G. Crawford. *A Mojave Dictionary* (considerably revised and more than tripled in length from earlier B2). UCLA Occasional Papers in Linguistics 10. [Book.]
- 1993** 10. Ather Ali, et al., *U.C.L.A. Slang 2*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 12. (Sole author of Introduction, pp. 5-18.) [Monograph. Co-authors were UCLA undergraduates.]
- 1996** 11. Pamela Munro, ed. *Cherokee Papers from UCLA*, UCLA Occasional Papers in Linguistics 16. (Sole author of Introduction, pp. 3-7.) [Edited book; introduction in edited book.]
12. Pamela Munro. "The Cherokee Laryngeal Alternation rule". In *Cherokee Papers from UCLA* (above, D11). [Research article.]
- 1997** 13. Jennifer Benedict, et al., *U.C.L.A. Slang 3*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 18. (Sole author of Introduction, pp. 3-28.) [Monograph. Co-authors were UCLA undergraduates.]
14. Pamela Munro and Dieynaba Gaye, *Ay Baati Wolof: A Wolof Dictionary (Revised Edition)*, UCLA Occasional Papers in Linguistics 19. (Revised and greatly expanded from earlier D8.) [Book.]
15. Matthew Gordon, Pamela Munro, and Peter Ladefoged. "The Phonetic Structures of Chickasaw". *UCLA Working Papers in Phonetics* 95 (*Fieldwork Studies of Targeted Languages* 5): 41-67. [Research article. Revision contributed to A86, A88.]
- 2001** 16. Ashlee M. Bonds, et al., *U.C.L.A. Slang 4*, ed. by Pamela Munro, UCLA Occasional Papers in Linguistics 22. (Sole author of Introduction, pp. 3-28.) [Monograph. Co-authors were UCLA undergraduates.]
- 2002** 17. Pamela Munro. "Pronominalization in Wolof and Haitian Creole". *Papers in African Linguistics* 2, ed. by Harold Torrence. UCLA Working Papers in Linguistics 8: 131-48. [Research article.]
- 2005** 18. Laura Ceron, et al., *U.C.L.A. Slang 5*, ed. Pamela Munro, UCLA Occasional Papers in Linguistics 23. (Sole author of introduction, pp. 3-26.) [Monograph. Co-authors were UCLA undergraduates.]
- 2009** 19. Erik Blanco, et al. *U.C.L.A. Slang 6*, ed. Pamela Munro. *UCLA Occasional Papers in Linguistics* 24. (Sole author of introduction, pp. 3-19.) [Monograph. Co-authors were UCLA undergraduates.]
- 2012** 20. Pamela Munro. "Interrogative Verbs in Takic." In *Theories of Everything (in Honor of Ed Keenan)*, ed. Thomas Graf, Denis Paperno, Anna Szabolcsi, and Jos Tellings, pp. 274-84. *UCLA Working Papers in Linguistics* 17. [Research paper.]
- 2014** 21. Pamela Munro. "Talking about Location in Chickasaw." Carson T. Schütze and Linnaea Stockall (eds.), *Connectedness: Papers by and for Sarah VanWagenen*. *UCLA Working Papers in Linguistics* 18. [Research paper.]

## CURRICULUM VITAE

**Ellen J. Pearlstein**

**Professor, UCLA Department of Information Studies  
UCLA/Getty Program in Archaeological and Ethnographic Conservation  
Los Angeles, CA 90095  
epearl@ucla.edu**

### ***RESEARCH***

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Research interests include:

- Technical studies of organic materials used in fabrication, ceremonial or household service of cultural objects, and implications toward defining appropriate stewardship
- Effects of environmental agents such as temperature and light on the preservation of natural materials incorporated into cultural objects
- Sustainable environmental control of collections
- Tribal museums, self-representation and cultural preservation
- Conservation education and curriculum development
- Unifying conservation terminology for comprehension and digital access

### ***EDUCATION***

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- 1979, Advanced certificate in conservation, Conservation Center, Institute of Fine Arts, New York University
- 1976, M.A. Art history and archaeology, Columbia University
- 8/1975- Idyllwild School of Music and the Arts, Idyllwild, CA. Pueblo black painted pottery techniques and Hopi silversmithing techniques with acclaimed Native artists Maria Martinez and Fred Kabotie
- Summer 1972, Skowhegan School of Painting and Sculpture, Skowhegan, ME
- 9/69-6/73- Bachelor of Arts, Brooklyn College, Brooklyn, NY, summa cum laude and art department honors

### ***CURRENT ACADEMIC POSITIONS***

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- External Academic Adviser for the Getty Post-Baccalaureate Internship Program for Diversity in Conservation, August 2020-August 2021, 3.25%
- Professor, Information Studies 50%
- Professor, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials (50%)
- Internship Coordinator, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials
- Core faculty member, Cotsen Institute for Archaeology
- Core faculty member, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials
- Affiliated Faculty Member in the UCLA Interdepartmental Program in American Indian Studies

### ***OTHER CURRENT PROFESSIONAL POSITIONS***

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Ellen J. Pearlstein

- Member of the Scientific Group for Preparing Libraries, Archives, and Museums for Safe Operations During COVID-19 Pandemic, convened April 2020
- Associate editor, Journal of the American Institute for Conservation
- Board member, Connecting Cultures Mobile Museum
- Fellow, American Institute for Conservation
- Fellow, International Institute for Conservation
- Juror, 2019-2020 Rome Prize, Historic Preservation and Conservation, American Academy in Rome
- Chair and Jury Member, College Art Association/Heritage Preservation Award, 2013-2015
- President, Association of North American Graduate Programs in Conservation, 2016-present
- Vice-President, Association of North American Graduate Programs in Conservation, 2011-2016

#### ***PREVIOUS ACADEMIC AND EDUCATIONAL POSITIONS***

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- Associate Professor, Information Studies (50%), UCLA, UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials (50%), 8/01/09-6/30/2016
- Assistant Professor, Information Studies (50%), UCLA, UCLA/Getty Master's Program in Archaeological and Ethnographic Conservation (50%), 7/30/2008-7/29/09.
- Academic Coordinator (50%), Adjunct Asst. Professor (50%), UCLA/Getty Program in Archaeological and Ethnographic Conservation 4/15/05- 7/30/09.
- UCLA Extension, Collections Care, fall 2011, instructor and coordinator for multi-instructor course taught by UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials faculty and staff.
- UCLA Extension, Tribal Learning Community for Education and Exchange, designed and delivered blended live and online learning on collections care for tribal communities, summer 2008.
- American Research Center in Egypt, Fall 2007-09, Egyptian Antiquities Project, Cairo, Luxor, designed and delivered instruction about adhesives for use in conservation as part of 9 month conservation training program for Egyptian conservators.
- American Institute for Conservation, 9/11-9/15/06 Co-instructor with C. Velson Horie of professional 5 day course, "Adhesives for Conservation."
- The Conservation Center of the Institute of Fine Arts, New York University, 1991-2004 - Adjunct Professor of Conservation; Designed and co-instructed advanced graduate electives, including Deterioration and Conservation of Archaeological and Ethnographic Inorganic Materials (ceramics, metals, stone), and Exhibitions and Conservation; reader of graduate student Qualifying Papers; assisted in grant writing to support courses and colloquia in archaeological and ethnographic conservation.
- Conservation Center of the Institute of Fine Arts, New York University, 2004-2005 Chair of Curriculum Review committee: coordinated faculty, student, and professional member review of graduate conservation core curriculum. Program recommendations have been implemented by then Conservation Center Chair, Michele Marincola.

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- American Institute for Conservation, 12/03-7/05, Coordinated curriculum and teaching materials for “Adhesives for Conservation,” funded by the Getty Trust and NEH.
- UCLA/Getty Master’s Program in the Conservation of Ethnographic and Archaeological Materials, Curriculum planning for new graduate degree program, December 2004.
- Netherlands Cultural Institute, Amsterdam 2003, 2004 Instructor of two one week intensive courses in conservation of ethnographic objects made from varied materials, for metals specialist students at the Netherlands Cultural Institute, Amsterdam. Objects from the Rijksmuseum für Völkerkunde in Leiden (2003), and the Tropenmuseum in Amsterdam (2004), were analyzed, documented and treated by students.
- American Research Center in Egypt and the Supreme Council of Egyptian Antiquities, 1/26-2/18/99, developed, coordinated and co-instructed with George Wheeler (Columbia University and Metropolitan Museum of Art) a four week course in the conservation of stone monuments for Egyptian conservators. The course took place on site and in the lab at the Giza plateau, Cairo, and on the east and west banks of Luxor.

### **PREVIOUS PROFESSIONAL POSITIONS**

- Chair, American Institute for Conservation Nominating Committee, May, 2012-June 1, 2015
- Brooklyn Museum of Art, Brooklyn N.Y., 1983-2005- position upon departure was Senior Conservator
  - Developed preservation policies and procedures for storage, exhibition, and travel of museum collections
  - Carried out technical and analytical examination, documentation, and treatments for thousands of objects
  - Developed project, internship, and fellowship budgets
  - Co-authored successful grants:
  - Institute of Museum and Library Services, Conservation Project Support
    - 1985, Survey of Latin American Colonial Furniture
    - 1987, Automated Museum - Wide Conservation Survey - Planning Phase
    - 1988, Conservation Environmental Improvement; Archival Storage Materials
    - 1990, Conservation survey of ethnographic textiles
    - 1998, \$ 50,000 to purchase new archival storage drawers to re-house 19,000 works of art in the Museum's collections of Asian Art, Decorative Arts, and Arts of Africa, the Americas and the Pacific.
    - 1999, \$ 50,000 to implement a two-year advanced internship in object conservation, focusing on stabilizing and conserving 155 Egyptian objects in preparation for their reinstallation in the Museum’s Egyptian Middle Kingdom and Early 18th Dynasty galleries.
    - 2004, \$ 43,948 to re-house the Museum's collection of 710 works from its permanent Asian art collections, including 185 ceramics and metalwork, 425 smaller textiles and carpet fragments, and 100 oversize carpets and rugs, in new storage furniture.
- Museums of America

- 2004, \$ 62,099, contributed conservation sections of grant for the preparation of Pre-Columbian and Native American collections for public installation in "Living Legacies: The Arts of the Americas," and "Ceremonies and Social Traditions."
- National Endowment for the Humanities
    - 1988, Conservation Survey of Stewart Culin Collection of Ethnographic American Indian Objects
    - 1989, Conservation Survey of Objects for Exhibition: "Colonial American Art"
  - National Endowment for the Arts
    - 1988, Conservation survey of European furniture
    - 1992, Conservation treatment of Hiram Brigham stained glass window
  - Project director for the conservation of objects in over 50 special exhibitions, including The Machine Age in America; Objects of Myth and Memory, Native American Art at the Brooklyn Museum; Cleopatra's Egypt; Converging Cultures: Art & Identity in Spanish America; Royal Persian Paintings, The Qajar Epoch, 1785-1925; and Sensation: Young British Artists from the Saatchi Collection. This included designing and conducting collections surveys and data analysis, project administration as lead conservator, coordination with curators, designers, mount fabricators and registrars, and conducting conservation treatments.
  - Developed and coordinated preventive policies for environmentally sensitive collections in the Brooklyn Museum, including materials testing program and increased rotations for light sensitive media
  - Co-curated and created didactics about technology and conservation for exhibitions, such as Converging Cultures: Art & Identity in Spanish America (1996), for the museum website and archaeological dig diary (2000-2005), and for museum's interactive hand held device (2004).
  - Served as a courier supervising packing and travel for more than a hundred loans.
  - Supervised and mentored graduate conservation interns and fellows from institutions including Buffalo State College; University of Delaware; New York University; Queens University (Kingston, ON); Conservation-restauration du Patrimoine, Paris; Conservation and Restoration Program, University of Applied Sciences, Erfurt (Germany); Netherlands Institute for Cultural Heritage; Institut of Conservation at the University of Applied Science and Arts, Hildesheim (Germany); Coptic Museum, Cairo (Egypt); Aswan Museum, Aswan (Egypt).
  - Served on the Brooklyn Museum's interdisciplinary committee (between 1990-2005) convened to respond to NAGPRA legislation, making recommendations to the museum Director
  - Temple Precinct for the Goddess Mut, Luxor, Egypt, 1990-2005-Conservator
    - First Brooklyn Museum conservator to participate in the museum's excavation at the Temple Precinct of the Goddess Mut at Luxor, Egypt.
    - Developed and equipped laboratory for treating ceramics, stone, and metal finds.
    - Performed surveys, documentation, site management, and conservation and storage for registered finds for 6 seasons
    - Supervised Egyptian conservators
  - University of Chicago, Oriental Institute Epigraphic Survey 3/1998, 1/1999

Ellen J. Pearlstein

- -Special projects conservator
- Responsible for examination, documentation, cleaning and reconstruction of over-life size 18<sup>th</sup> dynasty limestone dyad in Luxor Temple

### ***FELLOWSHIPS AND HONORS***

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- Spring 2011, 2017 sabbatical, UCLA
- 2009, Sheldon and Caroline Keck Award, American Institute for Conservation, for distinguished teaching and mentoring in the field of Conservation.
- 9/1982-8/1983 First recipient of the L.W. Fröhlich Fellow in Objects Conservation, Metropolitan Museum of Art; project undertaken was characterization of fatty films and their temperature dependent changes found on wood sculpture from Mali, Africa
- Summer 1972- Skowhegan School of Painting and Sculpture, Skowhegan, ME, attended on scholarship granted by Brooklyn College

### ***COURSES***

#### Current

- Issues in the Preservation of Heritage Materials, aimed at students earning Masters in Library and Information Studies (MLIS)
- Managing Collection for Museums, Libraries and Archives, MLIS and Conservation students
- Environmental Protection for Collections in Museums, Libraries and Archives, MLIS and Conservation students
- Conservation and ethnography
- Deterioration and Conservation of Organic Materials I
- Deterioration and Conservation of Organic Materials II
- Deterioration and Conservation of Organic Materials III
- Multiple supervised independent and field studies (in disciplines of Information Studies, Conservation, Archaeology, and master's thesis and doctoral dissertation writing in these same disciplines, designed to support both museum work and independent academic research)

#### Previous

- Preservation of cultural materials in tribal collections (blended online and in-person)
- Deterioration and Conservation of Archaeological and Ethnographic Inorganic Materials
- Exhibitions and Conservation

### ***DISSERTATION COMMITTEES***

Gracen Brilmyer, in process, "Proximity Matters: Disability, Erasure & the Archival Bond of Natural History" (IS)

Dalena Hunter, in process, "Out of the Archival Closet"

Caroline Joan Arbuckle, 2018, “A Social History of Coffins and Carpenters in Ancient Egypt” (Archaeology)

Mark Strothers Roosa, 2015, “Top Management Teams (TMT) in Academic /Research Libraries: Their Jobs; Their Responsibilities; Their Futures” (IS)

Julia Gosart, 2013, “The Protection of the Traditional Knowledge of Indigenous Peoples” (IS)

Ruth Bahylle, 2012, “Tribal records: a study in records, memory and power” (IS)

### **MASTERS THESIS COMMITTEES CHAIRED**

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#### *UCLA/Getty Conservation students unless otherwise indicated*

Austin Anderson, 2020, “Aging properties of found plastic objects used for the creation of contemporary African art”

Elena Bowen, 2020, “Properties of coconut shell as an artist’s material”

Emily Rezes, 2020, “Evaluating locally sourced materials for preservation housings in Peru”

Stephanie Geller, 2019, “Pieces of Old Clothing or Even Viler Things’:

the Utilization of Paper in Jewish and Christian Books in Medieval Italy and Iberia” (MLIS)

Angela Schwarz, 2018, “Management and Preservation of Animation Cels in Archives, Libraries, and Museums in the United States” (MLIS)

Mari Hagemeyer, 2018, “Testing the Effectiveness of a Novel Treatment for Denatured Leather and Skin Materials”

Hayley Monroe, 2018, “Conditioning Basketry Elements with Water and Ethanol: An Investigation into the Effects of Existing Conservation Methods”

Michaela Paulsen, 2018, “Visible effects of adhesive and pressure on color in kingfisher feathers”

Katharine Allen, 2016, “Building Bridges Between the Virtual and Real: A Study of Augmented and Virtual Realities in the Museum Space and the Collaborations That Produce Them” (MIAS)

Lesley Day, 2016, “Analytical techniques for the documentation of tortoiseshell patterning before and after light aging.”

Heather White, 2016, “An analysis of unidentified dark materials between inlaid motifs on Andean wooden qeros”

Alex Kosztowny, 2015, “Preservation of physical fashion forecasts” (MLIS)

Geneva Griswold, 2014, “Treatment of a Tuscarora headdress: Consultation and material selection”

Caitlin Mahony, 2014, “Examining two novel consolidants for the treatment of powdering leather suffering from the acidic deterioration commonly referred to as ‘red rot’”

Casey Mallinckrodt, 2014, co-chair, “The technical analysis of an ancient Egyptian/Ptolemaic sarcophagus lid from the collection of the San Diego Museum of Man”

Nicole Marie Loya Talamantes, 2013 “The conservator's compass: navigating a more collaborative future for the care of objects of indigenous patrimony” (American Indian Studies)

Nora Bloch, 2012, “UCLA's folklore monographs: an examination of how to handle the multitude of scarcity” (MLIS)

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Lily Doan, 2012, “From ethnographic to contemporary: how an artist interview may direct the study and conservation treatment of a Balinese *Cili* figure”

Nicole Ledoux, 2012, “An investigation of loss compensation materials for the conservation of coiled basketry”

Robin Ohern, 2012, “On the surface: a cultural and scientific analysis of two western African *Komo* masks’ surfaces”

Melanie Tran, 2012, “Institutional knowledge sharing of museum records” (MLIS)

Lauren Horelick, 2010, “The occurrence and detection of gunpowder in Haitian Vodou charms

Siska Genbrugge 2010 “Research and treatment of the flaking arsenic containing paint layers on a Ptolemaic mummy cartonnage”

Linda Lin 2010, “Technical study of two Japanese masks: investigating their attribution as a pair”

Molly Gleeson, 2008, “Conservation approaches and needs of Southern California tribal museums”

Allison Lewis, 2008, “The characterization of archaeological amber using ultraviolet fluorescence”

### ***EXTERNAL INVITED INSTRUCTOR***

June 24-28, 2019 Summer School: Conservation as a Human Science, Bard College Graduate Center.

October 2018, Care of Feathers and Feathered Artifacts, webinar for the Connecting to Collections Care Advisory Group.

November 16-17, 2017, invited instructor to present keratinous materials to first and second year students in the Winterthur-University of Delaware Program in Art Conservation.

### ***EXTERNAL DOCTORAL EXAMINER***

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External doctoral examiner for Marcelle Scott, dissertation topic: *Tradition, innovation and education: building the professional discipline of cultural materials conservation in Australia*, University of Melbourne, Australia, 2015-16.

Doctoral examiner and viva participant for Renata Peters, dissertation topic *Conservation as a champion for South American indigenous minorities’ aspirations*, University of College London, December 7, 2014

### ***EXTERNAL TENURE EXAMINER***

External examiner for Dr. Robyn Joyce Sloggett’s appointment to the Cripps Foundation Chair in Cultural Materials Conservation, University of Melbourne, Australia, 2017.

External research examiner in the tenure case of Dr. Vicki Cassman, University of Delaware, August 27, 2011

### ***PUBLICATIONS***

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**Book in preparation:**

Pearlstein, E., ed. *Readings in Conservation: Conservation and Stewardship of Indigenous Collections: Changes and Transformations*, Los Angeles: Getty Conservation Institute (in preparation).

**Book**

Pearlstein, E. ed. 2017, *Conservation of featherwork from Central and South America* London: Archetype Publications.

**Invited book chapters and articles:**

**Pearlstein, E.**, 2017 The behavior of pigments in Andean qeros, in *Materia Americana. The "body" of Spanish American images (16th to mid-19th centuries)*, 2 volume work in Spanish and English edited by Gabriela Siracusano and Agustina Rodriguez Romero (in press).

**Pearlstein, E.**, 2018 Bishop's miter and infulae; dialog with the creator of a colonial feathered liturgical vestment, "Dialogues" section of the newly founded journal, *Latin American & Latinx Visual Culture*, UCLA.

Clavir, Miriam and **Ellen Pearlstein**. 2018 Museum Conservation, *International Encyclopedia of Anthropology*, edited by Hilary Callan, Hoboken, NJ: John Wiley & Sons.

**Pearlstein, E.**, 2016, Displaying feathers, what history tells us, in *Images Take Flight; Feather Art in Mexico and Europe*, edited by Alessandra Russo, Gerhard Wolf, Diana Fane, Chicago: University of Chicago Press in collaboration with the Kunsthistorisches Institut-Max-Planck Institut in Florence and the Museo Nacional de Arte (MUNAL) in Mexico City, 422—31.

**Pearlstein, E.** 2015, Restoring Provenance to an American Indian Feathered Blanket in *Preserving our Heritage: Perspectives from Antiquity to the Digital Age*, edited by Michele Valerie Cloonan, Chicago: ALA Neal-Schuman, 555-565.

**Pearlstein, E.**, Mark Mac Kenzie, Emily Kaplan, Ellen Howe, Judith Levinson 2015, Tradition and Innovation, Cochineal and Andean Keros, in *A Red Like No Other: How Cochineal Colored the World*, edited by Carmella Padilla and Barbara Anderson, Rizzoli, NY and Museum of International Folk Art, Santa Fe, New Mexico, 44-51

**Peer reviewed publications:**

**Ellen Pearlstein**, George Wharton James and the undoing of indigenous basketry, *American Indian Culture and Research Journal* (in review).

**Ellen Pearlstein** and Bryn Potter, Identifying intrusive, non-Indigenous basketry in museum collections, *Museum Management and Curatorship* (in preparation).

Allison N. Curley, Alyson M. Thibodeau, Emily C. Kaplan, Ellen Howe, **Ellen Pearlstein**, Judith Levinson, Isotopic composition of lead white pigments on qeros: Implications for the chronology and production of Andean ritual drinking vessels during the colonial era, *Heritage Science* (in review).

Ellen Howe, Emily Kaplan, Richard Newman, James H. Frantz, **Ellen Pearlstein**, Judith Levinson, Odile Madden 2018, The Occurrence of a Titanium Dioxide/Silica White Pigment on Wooden Andean Qeros: A Cultural and Chronological Marker, *Heritage Science*, 6:41, <https://heritagesciencejournal.springeropen.com/articles/10.1186/s40494-018-0207-0>

Burr, Elizabeth, Lesley Day, **Ellen Pearlstein**, and Christian DeBrer, Interpreting Bromine in XRF Data from Organic Museum Collections, *Studies in Conservation* (resubmission).

**Pearlstein, E.**, 2017, Teaching sustainable collection care, *Journal of the American Institute for Conservation*.

**Pearlstein, E.**, 2016, Conserving ourselves; embedding significance into conservation decision-making in graduate education, *Studies in Conservation*.

O'Hern, R., **Pearlstein, E.** and S. Gagliardi, 2016, Beyond the Surface: Where Cultural Contexts and Scientific Analyses Meet in the Conservation of Komo Helmet Masks in Museum Collections, *Museum Anthropology*, 70-86.

**Pearlstein, E.**, Melissa Hughs, Joy Mazurek, Christel Pesme, Renée Riedler, Molly Gleeson 2015, Ultraviolet induced visible fluorescence and chemical analysis as tools for examining featherwork, *Journal of the American Institute for Conservation* 54:3.

**Pearlstein, E.**, M. Hughs, J. Mazurek, K. McGraw, C. Pesme, and M. Garcia-Garibay, 2014, Correlations between photochemical damage and UV fluorescence of feathers, *ICOM-CC 17th Triennial Conference, Melbourne, Australia September 15-19, 2014, Preprints*, 1-8.

Riedler, R., C. Pesme, J. Druzik, M. Gleeson, and **E. Pearlstein**, 2014, A review of color producing mechanisms in feathers and their influence on preventive conservation strategies, *Journal of the American Institute for Conservation*, 53:1, 44-65.

**Pearlstein, E.**, and D. Lohnas, 2013, Conservation outreach materials for a tribal museum without conservators, *Playing to the Galleries and Engaging New Audiences: the public face of conservation*, London: Archetype Publications, 222-231.

Kaplan, E., Howe, E. **Pearlstein, E.**, and J. Levinson, J., 2013, The Qero Project: Conservation and Science Collaboration Over Time, *Postprints of the Research and Technical Studies Group, American Institute for Conservation*.

O'Hern, R. and **E. Pearlstein**, 2013, Label removal from deteriorated leather-bound books, *Journal of the Institute of Conservation*, 36:2, 109-124.

Gleeson, M., **Pearlstein, E.**, Marshall, B., and R. Riedler, 2012, California featherwork: considerations for examination and preservation. *Museum Anthropology*, 35 (2) 101–114.



**Pearlstein, E.** and Gleeson, M., 2012, Developing a technical and condition database for California Native American featherwork, *Sharing Conservation*, Eds. Cristina D'Andrea, Ufficio Pubblicazioni Musei Vaticani, and Daniela Rullo, Gruppo Italiano dell'International Institute for Conservation (IGIIC).

de Alarcon , T., Ohern, R., Pearlstein, E. 2012, Case Studies in Basketry Repair: Two Abenaki Splint Baskets, *Journal of the American Institute for Conservation*, 51:123–143.

Riedler, R., **Pearlstein, E.**, Gleeson, M. 2012 Featherwork- Beyond decorative, Contributions to the Vienna Congress, *Studies in Conservation* 57: s1, S244-S249.

**Pearlstein, E.**, Gleeson, M., Riedler, R., 2012, Developing a technical and condition database for California Native American featherwork, *Collection Forum*, 26 (Issues 1/2) 12-30.

Gilliland, A., McKemmish, S., **Pearlstein, E.** et. Al. 2011, The Archival Education and Research Institute (AERI), Pluralizing the Archival Curriculum Group, “Educating for the Archival Multiverse”, *The American Archivist*, 74, 69–101.

**Pearlstein, E.**, Riedler, R., Gleeson, M., Druzik, J., Pesme C., 2011, Collaborations in the study of Native California featherwork, *ICOM-CC 16th Triennial Conference, Lisbon, Portugal, September 19-23, 2011, Preprints*, London: James and James.

Druzik, J., Gleeson, M., **Pearlstein, E.** and Pesme, Ch., Riedler, R., 2011, Das Museum, die Vogelfeder und der Streit ums Licht Aktuelle Entwicklungen in der Farbmessung und künstlichen Lichtalterung von Federfarben, *Restauro*, 7, 30-35.

Horelick, L. A.; **Pearlstein, E.**; Larson, H. R., April 2011, Seeing Versus Saving; Recommendations For Calculating Long-Term Light Damage To Library Special Collections, *Library Resources and Technical Services* 55:2, 82-91.

Druzik, J., Gleeson, M., **Pearlstein, E.** and Pesme, Ch., Riedler, R., 2010, Can feather colors fade? *Neue Methoden der Farbwertmessung in ethnographischen Sammlungen, "Farbe", Konservieren Restaurieren, Band 13, 22. Tagung des Österreichischen Restauratorenverbandes*, 12-13 November 2010, Museum Moderner Kunst.

**Pearlstein, E.** and Keene, L., 2010 Evaluating color and fading for flicker feathers; technical and cultural considerations, *Studies in Conservation* 55:10, 1-14.

**Pearlstein, E.** and Keene 2010 Fading behavior of red shafted flicker feathers, *Feather and Gut: Current Perspectives, Research and Treatments*, ICON, The Institute of Conservation, London (peer reviewed e-publication).

**Pearlstein, E.** 2010, Restoring Provenance to a Native American Feather Blanket, *Museum Management and Curatorship*, 24:2.

**Pearlstein, E.**, 2010 Conservation and Preservation of Museum Objects, *Encyclopedia of Library and Information Sciences*, Dr. Marcia J. Bates and Dr. Mary Niles Maack, editors, New York: Taylor and Francis Group LLC.

**Pearlstein, E.,** L. Brostoff, K. Trentelman, February 2009, A Technical Study of the Rosebud Winter Count, *Plains Anthropologist*, 54, no. 209.

**Pearlstein, E.,** De Brer, C., Gleeson, M., Lewis, A., Pickman, S., Gencay-Ustun, O, Werden, L., Fall/Winter 2008, An Examination of plant fibers used for Cahuilla baskets from Southern California, *Journal of the American Institute for Conservation*, 47:3.

**Pearlstein, E.,** Summer 2008, Collaborative Conservation Education: The UCLA/Getty Program and the Agua Caliente Cultural Museum, publication of proceedings of *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*.

**Pearlstein, E. J.** (Fall/Winter 2005) Introduction for Special Issue dedicated to Carolyn Rose, *Journal of the American Institute for Conservation* 44:3, 157-8

**E. Pearlstein,** E. Kaplan, E. Howe, and J. Levinson, 1999, Technical Analyses of Painted Inka and Colonial Qeros, *Objects Specialty Group Postprints*, American Institute for Conservation Annual Meeting.

E. Kaplan, **E. Pearlstein,** E. Howe, and J. Levinson, 1999, Analisis tecnico de qeros pintado de los Periodos Inca y Colonial, in *Iconos*, No. 2.

**E. Pearlstein,** 1999, Conservation of Three New Kingdom Statues in the Colonnade Hall in Luxor Temple, Egypt, in *Festschrift in Honor of Lawrence J. Majewski's 80th Birthday*.

**E. Pearlstein,** 1996 , “Safe Travel for Fragile Objects: Solutions for American Indian Art at the Brooklyn Museum”, at *Caring for American Indian Cultural Materials: Policies and Practices* , *Preprints of Symposium Sponsored Jointly by the National Museum of the American Indian and the Fashion Institute of Technology*, F. I. T., Graduate Division: NY.

**E. Pearlstein,** 1995, Conservation for the New Egyptian Galleries at The Brooklyn Museum, in *Conservation in Ancient Egyptian collections*, London: Archetype Books.

**E. Pearlstein** compiler with Michele Marincola, 1994, *Objects Specialty Group Postprints*, American Institute for Conservation, Volume 2.

**E. Pearlstein** and C. Krumrine, (Spring 1992), Maintaining the Myth and Memory: The Role of Conservation in a Native American Exhibition at The Brooklyn Museum, *American Indian Art* 17:2, 34-43.

**E.J. Pearlstein,** 1988, Fatty Bloom on Wood Sculpture, *Symposium 86, The Care and Preservation of Ethnological Materials*, Canadian Conservation Institute.

**E.J. Pearlstein,** May, 1986, Fatty Bloom on Wood Sculpture from Mali, *Studies in Conservation*, 31.

#### **Non-peer reviewed publications:**

**Ellen Pearlstein** and Bryn Potter, Identifying intrusive, non-Indigenous basketry in museum collections, *News from Native California* (in preparation)

**Pearlstein, E.**, Gleeson, M., Riedler, R., Fall 2011, Collaborating in the study of California featherwork, *News From Native California*, 25:1, 7-11.

### **Invited Newsletter /e- publications:**

Indian Arts Research Center. 2019. Guidelines for Collaboration (website). Facilitated by Landis Smith, Cynthia Chavez Lamar, and Brian Vallo. Santa Fe, NM: School for Advanced Research. <https://guidelinesforcollaboration.info/> , invited advisor.

**E. Pearlstein** May 29, 2018, “UCLA/Getty Looks Back on a Decade of Working with Agua Caliente Cultural Museum” LA Social Science Blogpost.

**E. Pearlstein** 2017, “Guidelines for Facilitating Work between American Indian Communities and Museums” *BACKDIRT*, ANNUAL REVIEW OF THE COTSEN INSTITUTE OF ARCHAEOLOGY AT UCLA

Invited statement about ‘ETHNOGRAPHIC CONSERVATION’ within Davis, S. March 2015, “Point of View. Objects of Potential: Commentary on ‘Objects’ Conservation”, *AIC News*, 40: 2, 6-9.

**E. Pearlstein**, Molly Gleeson and Renée Riedler - Developing a descriptive vocabulary for featherwork, 2015 web publication and audio recording of invited paper presented at *To study, preserve and display the feathers* held at the Musée du Quai Branly, Paris on the 29<sup>th</sup> and 30<sup>th</sup> of April

2014, [http://www.quaibranly.fr/fileadmin/user\\_upload/programmation/manifestations\\_scientifiques/colloques/colloque\\_Plumes/4-Pearlstein\\_Gleeson\\_Riedler\\_Developing\\_a\\_descriptive\\_vocabulary\\_for\\_featherwork.pdf](http://www.quaibranly.fr/fileadmin/user_upload/programmation/manifestations_scientifiques/colloques/colloque_Plumes/4-Pearlstein_Gleeson_Riedler_Developing_a_descriptive_vocabulary_for_featherwork.pdf)

**Pearlstein, E.**, Druzik, J., Pesme, C. Riedler, R., Gleeson, M. 2010, Anthropological Preventive Conservation: Fading assessment on works of feathers, *ICOM-CC Ethnographic Newsletter*, 31, 4.

**Pearlstein, E.**, Gleeson, M. 2009 Teaching Preservation of Tribal Collections in a Blended Format, International Council on Museums, Conservation Committee, *Ethnographic Working Group Newsletter* 30, 10-12

**E. Pearlstein**, September 2008, An Interview with Jim Black, founder and principal of Archetype Publications, in *American Institute for Conservation Newsletter*, Vol. 33:5.

### **Book reviews**

2017, Peer reviewer of submitted papers for Session 3: Engaging Community, for the publication *Engaging Conservation: collaboration across disciplines*, Nina Owczarek, Molly Gleeson, Lynn A. Grant (eds) (2018).

### **INVITED LECTURES/WORKSHOPS**

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Ellen J. Pearlstein

August 2020, invited panelist to discuss introducing sustainability into preservation and conservation education, Preservation Section of the Society of American Archivists, Chicago IL.

October 28-29, 2020, invited speaker for at the Museum am Rothenbaum, Kulturen und Künste der Welt (MARKK), Hamburg Germany, as part of The Initiative for Ethnological Collections.

June 26, 2019, invited instructor for session on conservators and anthropologists, in “Conservation as a Human Science”, Bard Graduate Center, New York.

April 3-5, 2019, invited keynote speaker for “Bridging Disciplines in the Study of African Art: The Curator-Conservator Connection,” Virginia Museum of Fine Arts.

December 1, 2018, invited speaker for UCLA Information Studies 60<sup>th</sup> Anniversary celebration, <https://is.gseis.ucla.edu/is-60th-anniversary-event-page/>.

November 6-10, 2018, invited participant in ART BIO MATTERS 2018, co-sponsored by the Metropolitan Museum and the Institute of Fine Arts, New York University.

June 19, 20, 2018, invited participant in a workshop devoted to Life Cycle Analysis Library and Beta Tool Development for Sustainable Cultural Heritage Preservation and Exhibition Practices, Pratt Institute, NY.

February 23, 2018, invited facilitator for conservation section of an international scholar’s day at the Los Angeles County Museum of Art, for *Painted in Mexico, 1700–1790: Pinxit Mexici*

February 19, 20, 2018, invited participant to a workshop on South American featherwork at the Ethnologisches Museum Berlin

April 12, 2017, invited panelist at “Lighting a Pathway: Community + Museum Guidelines for Collaboration,” School for Advanced Research, Indian Arts Research Center, part of “110 Years at SAR: Preservation, Policy, and Thought Leadership” series.

April 4, 2017, *Assessment of Significance and Decision-Making in Object Conservation*, presented to Art History and Conservation faculty and students, Scripps College, Claremont, CA.

Jan 2-6, 2017, invited participant in a weeklong workshop on developing graduate education in preventive conservation, Museo Nacional de Arte, and University of Engineering and Technology, Lima.

January 4, 2017, invited lecture *Preventive Conservation: Measures and Education*, at the University of Engineering and Technology, Lima.

September 16, 2016, Riverside Museum and University of CA Riverside, *California Tribal Baskets, Creation, Culture and Conservation*, lecture on caring for basketry directed toward tribal stewardship.

August 23, 2016, invited lecture presented *Assessment of Significance and Decision-Making in Object Conservation*, IZIKO South African National Gallery.

Ellen J. Pearlstein

August 22-26, 2016, IZIKO Museums and University of Cape Town, South Africa, Curatorial Honors Program, *History and Current Practices of Preventive Conservation*.

April 3, 2016, panel discussion with Gerhard Wolf, Diana Fane and Diana Magaloni-Kerpel, in honor of *Images Take Flight; Feather Art in Mexico and Europe*, edited by Alessandra Russo, Gerhard Wolf, Diana Fane.

February, 2016, Agua Caliente Cultural Museum, lecture on teaching tribally collaborative conservation of native baskets.

November 2015-present, Indian Arts Research Center at the School for Advanced Research, Santa Fe, implementing collaborative models for conservation documentation, decision-making, and treatment of indigenous collections. [http://sarweb.org/?iarc\\_conservation\\_seminar-p:2013\\_seminars](http://sarweb.org/?iarc_conservation_seminar-p:2013_seminars).

October 12-16, 2015, invited featherwork collections review with conservators at the Cultural Resources Center, National Museum of the American Indian, Suitland, MD.

April 2015, invited lecture *Defining conservation*, Conservation of Indigenous Collections Seminars, Indian Arts Research Center (IARC) at the School for Advanced Research (SAR).

March 1 - 3, 2015, invited lecture ...*what happens after university coursework is completed*, Arts and Cultural Heritage Workshop; exploring conservation education in South Africa, Andrew W. Mellon Foundation, Pretoria, South Africa.

February 12, 2015, invited lecture *Feathers and Exhibitions: Lighting for the Birds*, MacMillan Education Center, Smithsonian Museum of American Art.

November 14, 2014, *Significance and preservation of color in featherwork*, Guest lecture for graduate Art History students and faculty, Emory University.

November 13, 2014, 1-4pm, *Ethnographic and its implications for museum conservation*, Guest lecture in class at Emory University entitled Issues in the Conservation of Art and Cultural Property, Prof. Renee Stein.

November 13, 2014, *Conservation conversation*, Carlos Museum at Emory University, Conservators Robin O' Hern and Ellen Pearlstein, and art historian Susan Gagliardi, discuss ethical issues related to conserving African art objects in a lecture titled Beyond the Surface: Where Secrecy, Science, and Ethics Meet.

July 16, 2014, Represented UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials in Emerging Conservation Professionals Webinar: 'Beyond the Pre-requisites: Preparing for Graduate Education in Art Conservation'.

April 28-29 2014, Musée du Quai Branly, *To study, preserve and display the feathers*, invited papers presented by anthropologists, conservators, curators, scientists. [http://aeaerestaurateur.org/wp-content/uploads/2013/12/Plumes-call\\_for\\_paper-14-11-2013.pdf](http://aeaerestaurateur.org/wp-content/uploads/2013/12/Plumes-call_for_paper-14-11-2013.pdf)

Ellen J. Pearlstein

March 28, 2014, volunteer presenter about conservation and collection care at Career Fair for high school students, Robert F. Kennedy Schools, organized by the Fulfillment Fund, Los Angeles.

March 2014, International Seminar “Cochineal and qeros”, at *Materiality between art, science and culture in the Viceroyalties (16th – 18th centuries)* focused on “Flores, frutos e insectos colorean América”, sponsored by The Getty Foundation- Universidad Nacional de San Martín, Argentina, March 3-7, 2014.

November 2013/May 2014, Indian Arts Research Center at the School for Advanced Research, Santa Fe, implementing collaborative models for conservation documentation, decision-making, and treatment of indigenous collections. [http://sarweb.org/?iarc\\_conservation\\_seminar-p:2013\\_seminars](http://sarweb.org/?iarc_conservation_seminar-p:2013_seminars)

5/2012, *Sources and Resources: collaborating with weavers in basketry preservation*, invited public lecture at Arizona State Museum, University of Arizona, part of a four part lecture series in conjunction with the exhibition “Basketry Treasured.”

4/18/2012, *Deciphering a feathered blanket in the Agua Caliente Cultural Museum*, Agua Caliente Cultural Museum, Palm Springs, CA. invited public lecture.

2/09/2012, *Cultural studies as a component of conservation research; the case of California featherwork*, co-presented with Molly Gleeson, introduction by James Druzik, invited lecture at the Getty Conservation Institute.

10/4/2011, Developing a technical and condition database for California Native American featherwork, co-authored with Molly Gleeson, invited paper to represent North America at *Sharing Conservation. Several approaches to the conservation of art made with different materials*, Stefania Pandozy coordinatrice Laboratorio di Restauro Polimaterico Musei Vaticani, Lorenzo Appolonia Presidente Gruppo Italiano dell’International Institute for Conservation (IGIIC).

6/29/11 *Collaborative research in the fading behavior of Native American featherwork*, United States and Wildlife Forensics Laboratory, Ashland, Oregon.

6/2010, “Fading behavior of museum featherwork,” lecture and co-instruction of workshop at Canadian Conservation Institute, Ottawa, sponsored by *Canadian Association for Conservation*, and lead by Allyson Rae, formerly Head of Organic Artefacts Conservation Section, British Museum.

5/2010, “Collaborative Museum Partnerships in Collections Stewardship,” panelist at the *American Association of Museums annual meeting*, Los Angeles, panel chair: Meredith Vasta, Mashantucket Pequot Museum.

2/2009, “Making it Stick: Teaching Adhesives in a Conservation Field School in Luxor, Egypt,” Winterthur-University of Delaware Program in Art Conservation, Winterthur, DE.



Ellen J. Pearlstein

09/2007 “Preparing for the Future,” *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*, Canadian Conservation Institute, invited panelist for discussion about how to engage indigenous youth in the preservation of their cultural heritage.

8/2007 Presented two invited lectures on feather composition and coloration as part of an Institute of Museum and Library Services funded project on the conservation of three royal feathered cloaks at Bernice Pauahi Bishop Museum, Honolulu, HI.

9/1986 "Fatty Bloom on Wood Sculpture from Mali," at *Symposium '86, The Care and Preservation of Ethnological Materials*, Ottawa.

### **LECTURES \_SELECTED FOR PRESENTATION**

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May 2019, presenting “Respect for language; a first step in conservation relevance” at American Institute for Conservation Annual Meeting pre-session entitled Global Relevance / Local Action: Conservation at Work in Communities.

April 2019, “A Model Cooperative Conservation Project”, poster presented by Jennifer Stone and Therese Chung, Barona Cultural Center and Museum, at the Association of Tribal Archives, Libraries and Museums.

May 31, 2018, co-presenting with Hayley Monroe, “Conditioning Basketry Elements with Water and Ethanol: An Investigation into the Effects of Standard Conservation Methods”, American Institute for Conservation Annual Meeting, Houston TX

May 31, 2018, co-presenting with Michaela Paulson, “Visible Effects of Adhesive and Pressure on Color in Kingfisher Feathers”, American Institute for Conservation Annual Meeting, Houston TX

May 31, 2017, co-presented with Lesley A. Day and J. Claire Dean, “A Pole with a Story: Innovative conservation and documentation of an American Indian Story Pole”, American Institute for Conservation Annual Meeting, Chicago, IL.

July 2015, facilitated a panel discussion about conservators working with indigenous communities in symposium *Poles, Posts and Canoes*, Hibel Cultural Center, Tulalip WA.

September 15-19, 2014, “Correlations between photochemical damage and UV fluorescence of feathers.” *International Council of Museums-Conservation Committee 17<sup>th</sup> Triennial Conference*, Melbourne Australia.

May 28-31 2014, “Ultraviolet induced visible fluorescence and chemical analysis as tools for examining featherwork.” *American Institute for Conservation Annual Meeting*.

5/2012, “The Qero Project: Conservation and Science Collaboration Over Time”, co-presented with Emily Kaplan, Ellen Howe and Judith Levinson, *Annual Meeting of the American Institute for Conservation*.

Ellen J. Pearlstein

11/13-17/2011, "Conservation outreach materials for a tribal museum without conservators", co-presented with Dawn Lohnas at *Playing to the Galleries and Engaging New Audiences: the public face of conservation*, Williamsburg, VA.

9/19-23/2011, "Collaborations in the study of Native California featherwork", *International Council on Museums-Conservation Committee 16th Triennial Conference, Lisbon, Portugal*.

11/2010, Druzik, J., Gleeson, M., Pearlstein, E., Pesme, C., Riedler, R., "Can feather colors fade?" *Neue Methoden der Farbwertmessung in ethnographischen Sammlungen. Vienna, Austria, 22. Tagung des Österreichischen Restauratorenverbandes (ÖRV), 12-13. November, Museum Moderner Kunst*

4/2010, "UCLA/Getty Master's Program at La Señora and in the Community," at the workshop *Exploring the Cultural Heritage of Santa Monica Canyon*, co-hosted by UCLA Cotsen Institute and La Señora.

3/19/2010, Molly Gleeson, Ellen Pearlstein, Allison Lewis, Ozge Gencay Ustun, Elizabeth Werden, Steven Pickman, and Christian DeBrer, "Examination and Documentation of Plant Fibers Used in Southern California Basketry," *Society for California Archaeology Annual Meeting*, Riverside, CA.

12/09, "Making it Stick: Teaching Adhesives in a Conservation Field School in Luxor, Egypt," *Cotsen Institute of Archaeology Pizza Talk*, UCLA, Los Angeles.

10/2009 "Fading behavior of red shafted flicker feathers," presented at *Feather and Gut: Current Perspectives, Research and Treatments*, York, England.

9/07 "Collaborative Conservation Education: The UCLA/Getty Program and the Agua Caliente Cultural Museum", *Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches*.

5/07, "Technical Study of the Rosebud Winter Count," *Cotsen Institute of Archaeology Pizza Talk*.

6/98 "Inka and Colonial Period Qeros: A Collaborative Technical Study", presented at the Objects Specialty Group Session of the *Annual Meeting of the American Institute for Conservation*.

10/19-20/96 "Safe Travel for Fragile Objects: Solutions for American Indian Art at the Brooklyn Museum", at *Caring for American Indian Cultural Materials: Policies and Practices*, Symposium Sponsored Jointly by the National Museum of the American Indian and the Fashion Institute of Technology, NY.

9/94 "Conservation for the New Egyptian Galleries at The Brooklyn Museum" presented at *Conservation in Ancient Egyptian Collections*, conference organized by the IIC-UK and held in London.



Ellen J. Pearlstein

5/91 "Preservation and Access: New Egyptian Storage at The Brooklyn Museum", with L. Ransick, at the *Seventeenth Annual Conservation Training Programs Conference, N. Y.*

10/91 and 11/92 Participant in a panel discussion about "Objects of Myth and Memory, American Indian Art from The Brooklyn Museum," held at The Brooklyn Museum and The Heard Museum, Phoenix, AZ.

10/89 "Conservation Problems with Special Exhibitions: A Case Study of 'The Machine Age in America'" with Jane Carpenter, at *Conservation of 20th century Materials*, sponsored by The Decorative Arts Society, NY.

### ***ORGANIZED EXHIBITIONS***

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May 2015, Skye Gomez, Agua Caliente Cultural Museum Oral History Project, Interviewed for an oral history about basketry conservation, to provide an audio transcript for use by researchers, and for use in an exhibition of tribally informed UCLA/Getty student conservation work on the analysis and conservation of native baskets.

2015, Invited to serve as co-curator of an exhibition at the Agua Caliente Cultural Museum featuring tribally collaborative UCLA/Getty conservation student work on the analysis and conservation of native baskets.

Launched 10/2011, "Western Science Seeks Cultural Knowledge," Agua Caliente Cultural Museum, virtual exhibition of UCLA/Getty Program in Archaeological and Ethnographic Conservation student work on the analysis and conservation of native baskets,  
<http://www.accmuseum.org/Introduction2>

5-7/2009, Conservation and analysis of organic materials from the Agua Caliente Cultural Museum, UCLA Young Research Library,  
<http://uclagettyprogram.files.wordpress.com/2010/12/2010-backdirt-exhibit.pdf>

### ***ORGANIZED MEETINGS/ PANELS***

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July 7-13, 2019, lead organizer for 18-person workshop, part of the Andrew W. Mellon Opportunity for Diversity in Conservation.

April 11-13, 2019, lead organizer and fundraiser for the Annual Meeting of the Association of North American Graduate Programs in Conservation, held at UCLA, the Getty Villa and the J. Paul Getty Museum. In kind donations of over \$ 20K, cash donations of \$2K. Supervised graduate student work on all aspects of meeting.

July 8-14, 2018, lead organizer for 15-person workshop, part of the Andrew W. Mellon Opportunity for Diversity in Conservation.

May 30, 2018, chaired a proposed panel discussion entitled "Diversifying conservation in the U. S.: What's happening now?" at the pre-session *Whose Cultural Heritage? Whose Conservation Strategy?* American Institute for Conservation Annual Meeting, Houston TX

Ellen J. Pearlstein

Fall 2016, UCLA Graduate School of Education & Information Studies, arranged four specialist lectures on analysis and conservation of books and manuscripts, supported by Andrew W. Mellon planning grant.

April 25-27, 2013, lead organizer and fundraiser for the Annual Meeting of the Association of North American Graduate Programs in Conservation, arranged for UCLA/Getty Program in Archaeological and Ethnographic Conservation to host the first ever annual meeting on the west coast, a forum for the presentation of student and professional scholarly papers.

Summer 2012, served as liaison between UCLA and the Los Angeles County Museum of Arts (LACMA) Conservation Center for Watts Towers summer diversity internships and graduate fellowships in conservation and archives. Supported by a grant to LACMA by the Ahmanson Foundation.

10/27-30/2011, *California Indian Conference, California State University, Chico*. Co-organizer with Molly Gleeson of panel including native regalia makers, weavers and conservators devoted to California featherwork.

5/26/2011, "Conservation as commodification: Hopi *tithu* in museum collections," Preserving and Protecting the Cultural Heritage and Intellectual Property of Indigenous Peoples: The case of the Hopi, co-organized with UCLA American Indian Studies Center and the World Indigenous Protection Organization. *Side Events at the Tenth Session of the United Nations Permanent Forum on Indigenous Issues, 16-27 May 2011*.

5/2010, "Incorporating tribal communities into graduate education in ethnographic conservation" at Curation and Conservation for Tribal Collections, Getty Villa, organized and chaired workshop

10/2009 "Tribal Museum Education in Collections Care," panel co-presented with Molly Gleeson (UCLA/Getty '08) and Helene Rouvier (Cultural Director, Wiyot Tribe) presentation at *Tribal Libraries, Museums, and Archives Meeting* in Portland, OR

June 7-8, 2008, UCLA/Getty Program in Archaeological and Ethnographic Conservation with the Cotsen Institute of Archeology, hosted the symposium supported by NEH funds, "Storage: Preservation and Access of Archaeological Collections," which explored issues surrounding the creation of stable, accessible storage of portable finds from excavations. The worldwide importance of this topic was indicated by attendance by 175 delegates from Canada, England, Greece, New Caledonia, Peru, Turkey, United Arab Emirates, as well as all over the United States. The presence of archaeologists, conservators, collections managers, archivists, bioanthropologists, cultural resource managers, digital documentation specialists, and imaging scientists reinforces the interdisciplinarity of the topic.

June 17-19, 2004, Feather Creations: materials, production and circulation. New York, Hispanic Society-Institute of Fine Arts.

Co-organized an NEH funded one day colloquium at Institute of Fine Arts for art historians, anthropologists, conservators, and members of the tribal museum community on care practices in tribal museums

***INVITED ADVISORY ROLES***

- 2019-2021, Institute of Museum and Library Services, “Continuing Conservation Research Challenges: The Impact of Cleaning and the Preservation and Restoration of Color on Historic Taxidermy.” American Museum of Natural History, invited external advisor.
- July 6, 2018, University of Pretoria, invited to attend a curriculum planning meeting for newly created conservation graduate program in South Africa (declined due to Mellon Diversity Workshop on Jul 9-14).
- April 20, 2016, University of Delaware, invited member of working group to explore preventive conservation within the university environment.
- Summer 2015, member of the scientific committee for The ExPres project, which aims to develop App ExPres, an IT tool that will help conservators interpret effects of light on appearance of artwork in order to implement lighting policy for the most vulnerable and valuable collection items, Christel Pesme, PI.
- April 2015, November 2015, Delegate, Conservation of Indigenous Collections Seminars, Indian Arts Research Center (IARC) at the School for Advanced Research (SAR).
- March 1 - 3, 2015, Delegate, Arts and Cultural Heritage Workshop; exploring conservation education in South Africa, Andrew W. Mellon Foundation, Pretoria, South Africa.
- Nov 6-7, 2014, *Preventive Conservation Education: Quo vadis?* Meeting of conservation educators and members of the Getty Conservation Institute’s Managing Collection Environments Initiative to discuss development of shared instructional resources. [Organized follow-up meeting in May 2015 at American Institute of Conservation Annual Meeting to refine project goals.]
- March 6, 2014, External reviewer for Getty Conservation Institute Visiting Scholars Program
- 2011-2012, member of the International Council of Museums-Conservation Committee/Ethnographic Working Group Committee on Name Change
- 2012-13, Program Committee for the American Institute for Conservation Annual Meeting, May 2013.
- Mar 12, 2013 Andrew W. Mellon Foundation, meeting to review progress on education in the conservation of library materials.
- 1/2013, Cultures of Conservation, Bard Graduate Center, dean of Decorative Arts, Design, History, Material Culture, to discuss a new initiative entitled Cultures of Conservation, designed to embed material understanding into the study of material heritage.
- Summer 2010-Summer 2013, Consultant for the initial phase of the university education component of the MOSAIKON Initiative. MOSAIKON is a partnership of four institutions: the Getty Conservation Institute, the Getty Foundation, ICCROM (the International Centre for the Study of the Preservation and Restoration of Cultural Property), and the International Committee for the Conservation of Mosaics (ICCM).

Ellen J. Pearlstein

- November 7, 8, 2011, participant for review of Getty Conservation Institute series Readings in Conservation. Committee evaluated readings and identified topics for upcoming titles.
- 2009-2012, The University of Chicago Graham School of Continuing Liberal and Professional Studies, Artifact Collection Care Advisory Board member.
- Winter 2010, participant in meeting hosted by the Mellon Foundation entitled Book and Paper Conservation Training, to evaluate future education initiatives in book conservation.
- 12/05-9/06- Andrew W. Mellon Foundation, member of committee (2 conservators, 1 former graduate conservation program director, 1 American Indian education specialist) to evaluate the Mellon Fellowship Program for Art Conservation Training at the National Museum of the American Indian.
- 3/6-3/10/06-Museum für Völkerkunde, Vienna (now Welt Museum Wien), invited to assist staff conservators in planning symposium of the conservation of Mexican feather work, to accompany exhibition (postponed due to funding).
- 1/1-7/2004- served as conservation consultant to curators Diana Fane (Emeritus, Brooklyn Museum), Alessandra Russo (currently Art History faculty, Columbia University) and Gerhard Wolf (Director of the Kunsthistorisches Institut, Florence) to assist with developing colloquium "Feather creations: materials, production and circulation," held 6/17-19/2004 at the Institute of Fine Arts, NYU and the Hispanic Society of America, NY.

## **GRANTS AND AWARDS**

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- 2019-2020, UCLA Office of Interdisciplinary & Cross Campus Affairs, \$ 5000 toward evaluation of effects of community consultation on the cross campus study of historic African art in the Fowler Museum.
- 2019, Andrew W. Mellon Foundation, \$ 900,000 in funding for pre-program education for students underrepresented in the field of conservation.
- 2019, selected as one of two candidates from UCLA to compete for an NEH Summer Stipend in 2020.
- 2016, Andrew W. Mellon Foundation, \$ 450,000 in funding for pre-program education for students underrepresented in the field of conservation.
- 2015, Andrew W. Mellon Foundation, \$ 200,000 in funding for planning a "Masters in Library and Information Studies (MLIS) Conservation Specialization at Graduate School for Education & Information Studies, University of California – Los Angeles."
- 2015, Yosemite Museum, National Park Service Cooperative Agreement award of \$ 62,000, in support of student research of collections by Conservation and Information Studies students working under my supervision during summers 2016, 2017.
- 2015, Marie Curie Innovative Training Network, \$ 25,000, "New Approaches in the Conservation of Contemporary Art" (NACCA); partnership with Museo Novecento in Milan in support of doctoral student research at UCLA, focusing on conservation of contemporary art and ethnographic materials: relationships, similarities and differences.

## Ellen J. Pearlstein

- 2015, Suzanne Deal Booth, Award of \$ 5,325 in support of publication of edited volume about feather identification and conservation.
- 2015, Tulalip Tribal Council, award of \$ 12,000 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2015.
- 2014, Transdisciplinary Seed Grant, \$ 25,000, Identification and measurement of photochemically induced amino acid changes in bird feathers as early markers of light induced degradation, co PI with Joseph Loo (UCLA), Rachel Loo (UCLA), Joy Mazurek (Getty Conservation Institute), Michael Nshanian (UCLA).
- 2014, Tulalip Tribal Council, award of \$ 10,000 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2014.
- 2013, Tulalip Tribal Council, award of \$ 9800 in expenses for UCLA/Getty student and faculty to perform conservation activities at the Hibulb Cultural Center, summer 2013.
- 2012, TruVue, Inc., \$ 3000 toward expenses for ANAGPIC meeting in Los Angeles, April 2013.
- 2012, Transdisciplinary Seed Grant, \$ 14,000, Identification and measurement of chemical and microstructural changes in bird feathers as early markers of light induced degradation, co-PI with Miquel García-Garibay (UCLA), Kevin McGraw (ASU), Melissa Hughs, (UCLA), James Druzik, Christel Pesme (Getty Conservation Institute).
- 2011, Initiated discussions resulting in Andrew W. Mellon Foundation \$ 1 million challenge endowment grant to the UCLA/Getty Master's Program.
- 2011, Principal investigator for UCLA, Andrew W. Mellon Foundation Conservation Education Residency, \$ 206,000.
- 2010, Co-Principal investigator UCLA Research Grant Institute of American Cultures, Protecting Cultural and Intellectual Property: The case of the Hopi *tithu* (ceremonial dolls), \$ 7500.
- 2010, Principal investigator UCLA Program in American Indian Studies mini-grant, Curation and Conservation for Tribal Collections, \$ 4080.
- 2010, Co-Principal investigator Andrew W. Mellon Foundation award for graduate internships and conference attendance, \$ 301,000.
- 2009, Principal investigator, NEH Preservation and Access Education and Training Grant for graduate internships and conference attendance, \$ 201,512.
- 2009, Principal investigator, Samuel H. Kress Award for graduate conservation internships in Europe, \$ 13,500.
- 2008, Getty Conservation Institute, post-graduate Education contract awarded to Molly Gleeson to assist Ellen Pearlstein in teaching tribal collections preservation in a blended format, \$ 8000.
- 2008, Principal investigator, Friends of Heritage Preservation for a study trip to Argentina to develop a Cotsen Institute, UCLA field school in museum conservation methods, \$ 2427
- 2008, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and research about Miwok tribal value placed on coloration of red shafted flicker feathers (*Colaptes cafer*), \$ 3000.

Ellen J. Pearlstein

- 2008, Principal Investigator, Andrew W. Mellon Foundation for 9 conservation program students, faculty and staff to attend the Association of North American Graduate Programs in the Conservation of Cultural Materials meeting, \$ 6,000.
- 2007, Principal Investigator, NEH Preservation and Access Education and Training Grant for educational programs in the UCLA/Getty Master's Program in the Conservation of Archaeological and Ethnographic Materials. Funds used to support adjunct lecturers, and speaker costs and publication of Cotsen Institute symposium, "Storage: Preservation and Access of Archaeological Collections," June 7-8, 2008, \$ 78,136
- 2007, Cotsen Institute of Archaeology, cost share contribution to NEH grant for publication of symposium proceedings, \$ 15,000.
- 2007, Principal Investigator for \$ 25,000 award, Sidney Stern Family Trust, toward UCLA/Getty Program endowment.
- 2007, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and presentation at Symposium 2007: Preserving Aboriginal Heritage – Technical and Traditional Approaches, \$ 3000.
- 2007- FAIC Professional Development Individual Scholarship to attend "Assessing the Skin" Workshop, June 23-25, 2007, Winterthur-University of Delaware Program in Art Conservation
- 2006- FAIC Professional Development Individual Scholarship to conduct research on Lakota winter count (results have been published)
- 2006, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance and research on Lakota winter count at Smithsonian Institution, \$ 3000.
- 2005, Cotsen Institute of Archaeology funds awarded to Ellen Pearlstein for conference attendance used for IDP promotion, \$ 3000.
- 2001- FAIC/Kress Publication Fellowship to write a textbook on preventive conservation (in process)
- 2001- National Center for Preservation Technology and Training grant to write a textbook on preventive conservation.
- 1994- Andrew W. Mellon Foundation Conservation/Curatorial award at the Brooklyn Museum of Art to support collaborative technical research between conservators at the American Museum of Natural History, the Brooklyn Museum, the Metropolitan Museum, and the National Museum of the American Indian on Inca and Colonial wooden *qeros* from the Andes
- 1986 and 1994- Samuel H. Kress Foundation funds to present papers in Ottawa and London, respectively

### **UNIVERSITY SERVICE**

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Spring 2018 Graduate Summer Mentorship Program- reviewer

### **Graduate School of Education and Information Studies**

2014-2020, Member of Diversity Committee

2011-2013, 2019-2020, Member of Faculty Executive Committee



Ellen J. Pearlstein

2010, 2015, Reviewer of UCLA Library staff position promotions

### **Information Studies**

2017-2018, Member of Doctoral Programs Committee

2016-3/2017, Member of Doctoral Programs Committee (excepting spring sabbatical)

2015-2016, Administrator for department diversity paper award

2015-2016, Member of portfolio process review committee

2013-2014, Member of the faculty search committee for Children's Librarianship

2014-2016, Member of the Doctoral Programs Committee

2013-2015, Member of the Diversity Committee

2009-2014, 2019-2020 Member of the Professional Program Committee

2010-2014, Member of the Committee to Oversee the Inter-Departmental Moving Image Archives Studies Program

2008, Member of the Ad Hoc Committee in the Merit Case of Dr. Ramesh Srinivasan

2019, Member of the Ad Hoc Committee in the tenure case of Dr. Sarah T. Roberts

2011, 2014, 2015, 2018 Reader of doctoral qualifying exams

2014, 2014, 2018 Reader of Diversity Award papers

2014, 2015, Reader of dissertation prospectus awards

### **UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials**

2019-present, appointed Internship Coordinator

2017-2019, Member of faculty search committee

2014-present, Member of UCLA/Getty Program in the Conservation of Archaeological and Ethnographic Materials faculty to represent at meetings dedicated to developing shared resources in teaching preventive conservation.

2012, Chair of the Search Committee, Andrew W. Mellon Foundation Conservation Education Resident

2005-present, Core faculty in the UCLA/Getty Program in Archaeological and Ethnographic Conservation

2005-present, Member of the Committee to Oversee the Inter-Departmental Conservation Program

2005-present, Member of the Admissions Committee, UCLA/Getty Program in Archaeological and Ethnographic Conservation

### **FELLOW MENTORING**

Andrew W. Mellon Conservation Education Fellow, Lalena Vellanoweth, 2015-2016, conservation education and diversity participation within conservation and collections care.

Andrew W. Mellon Conservation Education Fellow Tharron Bloomfield, 2012-2014, conservation education and indigenous views of museums.

**GRANT REVIEWER**

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- New York State Council on the Arts Panelist
- Institute for Museum and Library Services
- Save Americas Treasures
- National Endowment for the Humanities panelist
- Research proposal reviewer, Federal Department of Economic Affairs, Education and Research EAER State Secretariat for Education, Research and Innovation (SERI), European Cooperation in Science and Technology (COST), Switzerland

**PEER REVIEWER**

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- *Journal of the American Institute for Conservation, Associate Editor*
- *Studies in Conservation*
- *Canadian Association for Conservation Journal*
- *Journal of Conservation and Museum Studies*
- *Collection Forum*
- *Applied Physics A, Materials: Science & Processing*

**PROFESSIONAL MEMBERSHIPS**

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Association of North American Graduate Programs in Conservation-President (2016-present)

Association of North American Graduate Programs in Conservation-Vice President (2009-2016)

American Institute for Conservation (AIC)-elected member of Nominating Committee (2012-2015)

American Institute for Conservation- Fellow

Chair of the Objects Specialty Group, AIC 6/93-6/95

Chair of the Objects Specialty Group Publications Committee, AIC 1995-2005

Objects Specialty Group, AIC, Nominating committee, 2008-09

AIC Publications Committee, member 6/99-present, committee chair 2004-2005

AIC Education and Training Committee, member 2005-present

International Institute for Conservation

ICOM Working Group on Indigenous and World Cultures (formerly Ethnographic Conservation)

Western Association for Art Conservation



## ANGELA R. RILEY

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UCLA School of law  
P.O. Box 951476  
Los Angeles, CA 90095-1476  
310.206.3760  
[riley@law.ucla.edu](mailto:riley@law.ucla.edu)

### **Academic Appointments**

Senior Visiting Indigenous Scholar, MELBOURNE LAW SCHOOL, July 2018-August 2018

Visiting Professor, HARVARD LAW SCHOOL, Fall 2015

Professor of Law, UCLA SCHOOL OF LAW, 2010 – present

Courses: Property, Federal Indian Law, Good Native Governance (Seminar),  
Art and Cultural Property Law, Cultural Property (Seminar), Indigenous  
Peoples' Cultural Resources

Research Interests: Property, Cultural Property, Federal Indian Law,  
Indigenous Peoples in International Law, Indigenous Governance

Director, UCLA AMERICAN INDIAN STUDIES CENTER, 2010 – 2015

Director, UCLA MA/JD Joint Degree Program in Law & American Indian Studies, 2011-present

Director, UCLA Native Nations Law and Policy Center, 2015-present

Co-Director, UCLA Native Nations Law and Policy Center, 2011-2015

Acting Associate Director, UCLA AMERICAN INDIAN STUDIES CENTER, 2009- 2010

Visiting Professor of Law, UCLA SCHOOL OF LAW, 2008-2010

Irving D. and Florence Rosenberg Professor of Law, SOUTHWESTERN LAW SCHOOL, 2007-2008

Courses: Property, Cultural Property (Seminar), Federal Indian Law, Illiberal  
Groups in the Liberal State (Seminar)

Honors: Upper Division Professor of the Year, 2006-2007 (vote of student  
body)

Associate Professor of Law, SOUTHWESTERN LAW SCHOOL, 2003-2007

Teaching Scholar, SANTA CLARA UNIVERSITY SCHOOL OF LAW, 2002-2003

Courses: Race and the Law

## **Education**

HARVARD LAW SCHOOL, J.D., 1998

UNIVERSITY OF OKLAHOMA, B.A. in Letters, 1995

## **Tribal and International Indigenous Peoples' Human Rights Leadership Positions**

Expert Committee, UNITED NATIONS WORLD INTELLECTUAL PROPERTY ORGANIZATION, 41<sup>ST</sup> SESSION OF THE IGC NEGOTIATIONS ON INTELLECTUAL PROPERTY AND GENETIC RESOURCES, TRADITIONAL KNOWLEDGE, AND FOLKLORE, JANUARY 2020 – present

Indigenous Peoples and Co-Chair, UNITED NATIONS – INDIGENOUS PEOPLES PARTNERSHIP POLICY BOARD, 2013-19

Expert, UNITED NATIONS – INDIGENOUS PEOPLES PARTNERSHIP POLICY BOARD, 2011-2013

Chief Justice, SUPREME COURT OF THE CITIZEN POTAWATOMI NATION, 2010-present

Justice, SUPREME COURT OF THE CITIZEN POTAWATOMI NATION, 2002-2010

Evidentiary Hearing Officer, MORONGO BAND OF MISSION INDIANS, 2007-present

## **Judicial Clerkship**

Chief Judge Terry Kern, FEDERAL DISTRICT COURT, NORTHERN DISTRICT OF OKLAHOMA, 1998-1999

## **Publications**

### **Articles**

*Privatizing the Reservation?*, 71 STANFORD L. REV. 791 (2019) (with K. Carpenter).

*Crime and Governance in Indian Country*, 63 UCLA L. Rev. 1564 (2016).

*Owning Red: A Theory of Indian (Cultural) Appropriation*, 94 Texas L. Rev. 859 (2016) (with K. Carpenter).

*Indigenous Peoples and the Jurisgenerative Moment in Human Rights*, 102 CAL. L. REV. 173 (2014) (with K. Carpenter).

*Native American Lands and the Supreme Court*, J. S. CT. HISTORY (2013).

*Indians and Guns*, 100 GEORGETOWN LAW JOURNAL 5 (2012).

*In Defense of Property*, 118 YALE L. J. 1022 (2009) (with K. Carpenter & S. Katyal).

*Good (Native) Governance*, 107 COLUM. L. REV. 1049 (2007).

*(Tribal) Sovereignty and Illiberalism*, 95 CAL. L. REV. 799 (2007).

*“Straight Stealing”: Towards an Indigenous System of Cultural Property Protection*, 80 WASH. L. REV. 69 (2005).

*Indian Remains, Human Rights: Reconsidering Entitlement Under the Native American Graves Protection and Repatriation Act*, 34 COLUM. HUM. RTS. L. REV. 49 (2002).

*Recovering Collectivity: Group Rights to Intellectual Property In Indigenous Communities*, 18 CARDOZO ARTS & ENT. L. J. 175 (2000).

### **Invited & Symposium Pieces**

*Native Nations and the Constitution: An Inquiry into “Extra-Constitutionality”*, 130 HARV. L. REV. FORUM 173 (2017) (invited piece).

*Tribal Rights, Human Rights*, 2013 MICH. ST. L. REV. 1 (2013) (with K. Carpenter) (invited Symposium piece).

*Clarifying Cultural Property*, INTERNATIONAL JOURNAL OF CULTURAL PROPERTY, 17: 581-598 (2010) (with K. Carpenter & S. Katyal) (invited).

*Tribal Sovereignty in a Post-9/11 World*, 82 N.D. L. REV. 953 (2006) (invited Symposium piece).

### **Treatises and Casebooks**

*American Indian Law: Native Nations and the Federal System* (casebook) (Clinton, Goldberg, Tsosie, Riley) (LEXIS) (7<sup>th</sup> edition 2016).

*Cohen’s Handbook of Federal Indian Law* (treatise) (N. Newton, ed.) (LEXIS supp. 2015).

### **Books**

*THE INDIAN CIVIL RIGHTS ACT AT FORTY* (edited volume including chapters on developments in federal and tribal law under the landmark Indian Civil Rights Act of 1968) (Kristen A. Carpenter, Matthew L.M. Fletcher, and Angela R. Riley, eds.) (UCLA American Indian Studies Center Press 2012).

## **Book Chapters**

The Story of *Lone Wolf v. Hitchcock*, in INDIAN LAW STORIES (eds. Philip Frickey, Carole Goldberg, and Kevin Washburn, Foundation Press, 2011).

*Indigenous Peoples and Intellectual Property Rights*, in INTELLECTUAL PROPERTY AND INFORMATION WEALTH (ed. Peter Yu, Praeger 2007).

## **Book Reviews**

Book Review, Frank Pommersheim, *Broken Landscape: Indians, Indian Tribes, and the Constitution*. New York: Oxford University Press, 2009, pp. 424, in Volume 60 JOURNAL OF LEGAL EDUCATION, Number 3 (February 2011).

Book Review, Frank Pommersheim, *Broken Landscape: Indians, Indian Tribes, and the Constitution*. New York: Oxford University Press, 2009, pp. 424, in GREAT PLAINS QUARTERLY (Spring 2011).

## **Other writing**

*Op-Ed: Sucking the Quileute Dry*, NEW YORK TIMES (February 7, 2010).

*Stand with Standing Rock*, Slate (September 2016)  
[http://www.slate.com/articles/news\\_and\\_politics/jurisprudence/2016/09/why\\_the\\_sioux\\_battle\\_against\\_the\\_dakota\\_access\\_pipeline\\_is\\_such\\_a\\_big\\_deal.html](http://www.slate.com/articles/news_and_politics/jurisprudence/2016/09/why_the_sioux_battle_against_the_dakota_access_pipeline_is_such_a_big_deal.html).

## **Works in Progress**

*Decolonizing Indigenous Migration*, with K. Carpenter (manuscript not available for review)

## **Select Scholarly Presentations**

*Expert Seminar: Repatriation of Ceremonial Objects and Human Remains Under the UN Declaration on the Rights of Indigenous Peoples*, United Nations Expert Mechanism on the Rights of Indigenous Peoples, University of British Columbia, March 4-5, 2020 (invited).

*Seas of Grass: Introduction to and Conversation with Walter Echo-Hawk*, UC Berkeley School of Law, Berkeley, California, February 21, 2020 (invited).

*Supreme Court Update*, California Indian Law Association, Graton Rancheria, Santa Rosa, California, September 4, 2019.

*Keynote Address: Violence Against Native Women and the POWER ACT*, United States District Court, Western District of Washington, Seattle, Washington, Friday, September 20, 2019.

*Moderator, Lighting a Path Forward: A Conference on the University of California as a Land-Grant Institution on Indigenous Lands*, UCLA American Indian Studies Center, UCLA American Indian Studies IDP, UCLA Institute of American Cultures, University of California, Los Angeles, October 15-16, 2019.

*Keynote Address: Future of Indigeneity*, Center for Race, Ethnicity, and Gender, Bucknell University, Bucknell, Pennsylvania, April 16, 2019 (honorary).

*Good Native Governance 2.0: The Future is Indigenous*, Montana Law Review Browning Symposium, Missoula, Montana, Montana Law School, October 3-5, 2018.

*Privatizing the Reservation?*, Property Rights and Human Rights: New Possibilities in an Age of Inequality Symposium, Monash University Castan Centre for Human Rights Law, Australia, August 9-10, 2018.

*Indigenous Peoples' Cultural and Intellectual Property*, Faculty Seminar, Melbourne Law School, Melbourne, Australia, August 8, 2018.

*Criminal Jurisdiction in Indian Country: A Comparative Approach*, School of Social and Political Sciences, University of Melbourne, Melbourne, Australia, August 4, 2018.

*Protecting Indigenous Peoples' Traditional Knowledge and Genetic Resources*, Indigenous Caucus, United Nations World Intellectual Property Organization, Geneva, Switzerland, June 24-26, 2018.

*You Are on Tongva Land*, Mercedes Dorame, Angela R. Riley & Wendy Teeter, UCLA Hammer Museum, June 6, 2018 (with honorary).

*New Models for the Trust Regime*, Festschrift Honoring Professors Kalt and Cornell, Harvard Kennedy School of Government, Cambridge, Massachusetts, May 2, 2018.

*The Future of Indian Nations*, Institute of Politics Forum, Harvard Kennedy School of Government, Cambridge, Massachusetts, May 1, 2018.

*The Indian Civil Rights Act at 50*, Plenary Session, Federal Bar Association/Native American Bar Association Indian Law Conference, Talking Stick Resort, Scottsdale, Arizona, April 5, 2018.

*Keynote Address*, The Law and Society Association of Australia and New Zealand, Dunedin, New Zealand, December 6-9, 2017.

*Sovereignty and Territory*, Harvard Law School Bicentennial Event, Cambridge, Massachusetts, October 16, 2017.

*Challenges to the Western Idea of Property*, Brigham-Kanner Property Rights Conference, William and Mary School of Law, Williamsburg, Virginia, October 12-13, 2017.

*The Jurisgenerative Moment in Indigenous Rights*, 10<sup>th</sup> Anniversary of the Adoption of the UN Declaration on the Rights of Indigenous Peoples, September 13-14, 2017.

*Exporting Critical Race Studies*, International Critical Race and Indigenous Studies Conference, Queensland University of Technology, Gold Coast, Australia, June 5-7, 2017.

*Opening the Field: The Possibilities for Partnership with Native America*, Field Museum, University of Chicago, May 1-2, 2017.

*Stand with Standing Rock*, Standing Tall for Tribal Rights, Hammer Museum, March 1, 2017.

*Tribes as Extra-Constitutional Entities*, Harvard Law School Symposium, Harvard Law School, October 13-14, 2016 (speaker and conference organizer).

*Crime and Governance in Indian Country*, Harvard Law School Faculty Workshop, Harvard Law School, Cambridge, Massachusetts, April 28, 2016.

*The Jurisgenerative Moment in Indigenous Human Rights*, Federal Bar Association/Native American Bar Association Annual Indian Law Conference, Phoenix, Arizona, April 7, 2016.

*Crime and Governance in Indian Country*, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, March 11, 2016.

*Crime and Governance in Indian Country*, UCLA Law Review Symposium Honoring Professor and Vice Chancellor Carole Goldberg, UCLA School of Law, February 5, 2016 (speaker and conference organizer).

*Performing Indian Identity*, Radcliffe College, Harvard University, Cambridge, Massachusetts, January 29, 2016.

*Cultural Property Claims in Indian Country*, Federal Bar Association Mid-Year Conference, Washington, D.C., November 10, 2015.

*Race and Policing*, Plenary Panel, Critical Race Studies Conference, UCLA School of Law, October 17, 2015.

*The Situation of Indigenous Peoples in the United States Under Human Rights Standards*, A Celebration Honoring Former U.S. Special Rapporteur on the Rights of Indigenous Peoples, Prof. S. James Anaya, University of Arizona, James E. Rogers College of Law, Tucson Arizona, January 23, 2015.

*Appropriating Indian Identity*, Suffolk Law School, Boston, Massachusetts, October 23, 2014.

*Owning Red*, Harvard Law School, Workshop Hosted by the Harvard University Native American Program, NALSA, and Dean of Students, Cambridge, Massachusetts, October 22, 2014.

*Redness as Property*, Plenary Panel, Critical Race Studies: Whiteness as Property 40<sup>th</sup> Anniversary Conference, UCLA School of Law, October 10, 2014.

*Indigenous Peoples and the Jurisgenerative Moment in Human Rights*, Oklahoma Supreme Court

Sovereignty Symposium XXVI, Oklahoma City, Oklahoma, June 5, 2014.

*Justice for Native Nations*, Keynote Address, Pitzer College, Pomona, California, April 28, 2014.

*Equality or Exceptionalism*, Critical Race Theory Conference, Yale Law School, New Haven, Connecticut, April 5, 2014.

*Indigenous Peoples' Traditional Knowledge and Customary Law*, Griffith University, Brisbane, Australia, March 27, 2014.

*Equality or Exceptionalism*, Endowed Caughey Foundation Address, Autry National Center, Los Angeles, California, March 15, 2014.

*Equality or Exceptionalism*, Keynote Address, Stanford University School of Law, Palo Alto, California, February 7, 2014.

*Free, Prior, and Informed Consent*, Consultation and Extractive Industry Conference, University of Colorado Boulder School of Law, November 1, 2013.

*Insights from a Scholar and Indigenous Rights Lawyer*, Harvard Law School 60<sup>th</sup> Alumnae Celebration, Harvard Law School, Cambridge, Massachusetts, September 27, 2013.

*University of Oklahoma College of Arts & Sciences Distinguished Alumni Award Public Lecture*, The University of Oklahoma, Norman, Oklahoma, February 21, 2013.

*The Supreme Court and Native American Property Rights*, The Supreme Court Historical Society Lecture Series, The United States Supreme Court, Washington, D.C. November 14<sup>th</sup>, 2012 (introduction by Justice Ruth Bader Ginsberg).

*Criminal Justice in Indian Country: Theory and Practice*, Conference, Harvard Law School, Cambridge, Massachusetts, November 8-9, 2012.

*An Indigenous Theory of Protection of Indigenous Culture and Religion*, Indian Tribes and Human Rights Accountability Conference, Michigan State University College of Law, October 4-5, 2012.

*Indian Criminal Jurisdiction and Public Law 280*, Federal Bar Association Annual Conference, San Diego, California, September 20, 2012.

*Implementation of the UN Declaration on the Rights of Indigenous Peoples: Protection of Indigenous Cultures and Sacred Sites*, Consultation with the UN Rapporteur on the Rights of Indigenous Peoples, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, April 26-27, 2012.

*Indigenous Peoples Law and Policy Tenth Anniversary Symposium*, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, October 8, 2011.

*American Indian History and Sovereignty*, Autry Museum of the American West, Los Angeles, California, October 1, 2011.



*Keynote: Making Sui Generis Protections Work*, United Nations, World Intellectual Property Organization Side Event, Geneva, Switzerland, July 18, 2011.

*Safeguarding Indigenous Peoples' Traditional Knowledge: The Case of the Hopi*, United Nations, Permanent Forum on Indigenous Issues Side Event, New York City, New York, May 26, 2011.

*Marginalization of American Indians in Higher Education*, New Majorities Conference, Center for the Study of Women, University of California, Los Angeles, March 4, 2011.

*Indian Women and the Resistance of Violence in Indian Country*, Native American Women and the Law Conference, Thomas Jefferson School of Law, San Diego, California, February 18, 2011.

*Keynote Diversity Lecture: Indigenous Peoples and Cultural Property*, Center for Social Justice and Public Service, Santa Clara University School of Law, Santa Clara, California, February 3, 2011 (with honorarium).

*In Defense of Property*, underrepresented Student Alliance (uRSA), UC Irvine School of Law, November 4, 2010.

*Shaking the Foundations Conference*, Stanford Law School, Palo Alto, California, October 15-16, 2010.

*Keynote Address*, Tenth Annual Indian Law Conference, California Indian Law Association, Pala, California, October 8, 2010.

*Considering Traditional Knowledge Protections Pursuant to the UN Declaration on the Rights of Indigenous Peoples*, Meeting with Deputy Assistant Secretary, Indian Affairs, Del Laverdure, U.S. Department of the Interior, Office of the Assistant Secretary – Indian Affairs (DOI), Washington, DC, September 24, 2010.

*Intersectionality*, AALS Mid-Year Meeting, New York, New York, June 2010.

*Race and Citizenship*, Law and Society, Chicago, Illinois, May 28<sup>th</sup>, 2010.

*Indigeneity & Intersectionality*, Intersectionality Conference, Fourth Annual Critical Race Studies Symposium, UCLA School of Law, Los Angeles, California, March 11-13, 2010.

*Indigenous Peoples' Rights in the International Human Rights Framework*, UCLA School of Law, January 22, 2010 (organizer and moderator).

*American Indians and the American Dream*, Allison Davis Lecture, Williams College, Williamstown, Massachusetts, November 2009.

*American Indian 101*, American Indian Committee, Writers Guild's Association, Los Angeles, California, November 9, 2009.



*Indigenous Peoples in International Law*, Sixth Annual Indigenous Law Conference, Michigan State University College of Law, East Lansing, Michigan, September 26<sup>th</sup>, 2009.

*Cultural Contestations and Indigenous Peoples*, Celebration of the Gilcrease Museum, University of Tulsa College of Law, Tulsa, Oklahoma, May 9, 2009.

*The Story of Lone Wolf v. Hitchcock*, Indian Law Stories Conference, UCLA School of Law, Los Angeles, California, March 6, 2009.

*In Defense of Property*, Faculty Colloquium, UCLA School of Law, Los Angeles, California, February 27, 2009.

*Nation Building and Good (Native) Governance*, Harvard Kennedy School Program on Indian Nation Economic Development and the Native Nations Institute Roundtable, University of Arizona, James E. Rogers College of Law, Tucson, Arizona, February 13, 2009.

*Examining the Property Theory Behind Indigenous Cultural Property Protections*, Property Law Scholars Forum, Georgetown Law School, Washington, D.C., November 14-16, 2008.

*Tribal Wealth and Good Native Governance*, University of California-Irvine, Irvine, California, November 24-25, 2008.

*Forty Years of the Indian Civil Rights Act*, Michigan State Law School, East Lansing, Michigan, October 10-11, 2008.

*In Defense of Property*, Faculty Forum, Michigan State Law School, East Lansing, Michigan, October 9, 2008.

*Indigenous Peoples and Human Rights Issues in Global Warming*, Moderator, Arctic Sovereignty Conference, Southwestern Law School, Los Angeles, California, October 3, 2008.

*The Human Rights Hierarchy*, Emerging Legal Scholars Series, Fordham Law School, New York City, New York, May 2008.

*The Human Rights Hierarchy*, Emerging Legal Scholars Series, The Woodrow Wilson International Center for Scholars, Washington, D.C., April 2008.

*Good Native Governance*, Federal Bar Association & Native American Bar Association Indian Law Conference, Albuquerque, New Mexico, April 2008.

*Indigenous Peoples and Emerging Protections for Traditional Knowledge*, Law, Culture, and Humanities, Boalt Hall School of Law, Berkeley, California, March 28<sup>th</sup>, 2008.

*Indigenous Peoples and Globalization*, New Voices in Legal Theory Speaker's Series, University of Utah, S.J. Quinney College of Law, Salt Lake City, Utah, February 21<sup>st</sup>, 2008 (with honorarium).

*Cultural Properties and Commodification*, AALS Law and Anthropology Section, AALS, New York, New York, January, 5, 2008.

*Intellectual Property Protection for Traditional Knowledge*, Santa Clara University School of Law, Santa Clara, California, November 9, 2007 (with honorarium).

*Indigenous Women and Good (Native) Governance*, Gender and the Law Conference, Santa Clara University School of Law, Santa Clara, California, April 20, 2007.

*Pluralism's Accommodation and Tribal Sovereignty*, Emerging Scholars Panel, Native American Alumni Celebration, Harvard Law School, Cambridge, Massachusetts, Fall 2006.

*Living Sovereignty*, Symposium: The Pedagogy of American Indian Law, University of North Dakota Law School, Bismarck, North Dakota, Fall 2006.

*Indigenous Justice Systems*, Indigenous Law and Policy Center's Annual Indigenous Law Conference, Michigan State University College of Law, East Lansing, Michigan, March 17–18, 2006.

*Sovereignty and Illiberalism*, Northern Plains Indian Law Speaker's Series, University of North Dakota Law School, Bismarck, North Dakota, January 18, 2006.

*Cultural Survival and Self-Determination*, Faculty Forum, University of North Dakota Law School, Bismarck, North Dakota, January 19, 2006.

*Pluralism, Illiberalism, and International Human Rights Law*, Scholars' Roundtable, Lewis and Clark Law School, Portland, Oregon, June 26, 2005.

*Indigenous Perspectives on Cultural Property Preservation*, University of Michigan School of Law's Young Scholars Roundtable in Native American Studies, Ann Arbor, Michigan, May 12-15, 2005.

*The Heartbeat of a People: Intellectual and Cultural Property in Indian Country*, University of Denver, Sturm College of Law Symposium, Denver, Colorado, September 22, 2004.

*Empowerment for Social Change*, The Sixth Annual Trina Grillo Public Interest and Social Justice Law Retreat, Santa Clara University School of Law, San Jose, California, March 13-14, 2004.

*The Role of Tribal Law in the Preservation of Indigenous Peoples' Cultural Property*, University of California, Los Angeles, School of Law, Native Nations Colloquium, Los Angeles, California, November 6, 2003.

*The Promise of Globalization: An Essay on Rights and Responsibilities*, Kansas University School of Law Tribal Law and Governance Conference, Lawrence, Kansas, October 10-11, 2003.

*Indigenous Peoples and Globalization*, Conference on Globalization, Santa Clara University School of Law, Santa Clara, California, May 15, 2003.

### **Other Speaking Engagements**

*Keynote Address*, Graduation Commencement Speaker, UCLA AMERICAN INDIAN GRADUATE STUDIES PROGRAM, University of California, Los Angeles, June 2011.

*Keynote Address*, Tenth Annual Indian Law Conference, CALIFORNIA INDIAN LAW ASSOCIATION, Pala, California, October 8, 2010.

*Keynote Address*, Graduation Commencement Speaker, UCLA AMERICAN INDIAN STUDIES PROGRAM, University of California, Los Angeles, May 2008.

*Keynote Address*, Graduation Commencement Speaker, MOUNTAIN VIEW-GOTEBO HIGH SCHOOL, Mountain View, Oklahoma, May 2005.

### **Select Institutional Positions and Service**

Member, University of California Office of the President Repatriation Workgroup, February 2019-present

Faculty Advisor, Native American Law Students Association, UCLA School of Law, 2010-present

Faculty Director, Tribal Learning Community and Educational Exchange, UCLA School of Law, July 2018-present

Board of Advisors, UCLA Luskin Center for History and Policy, June 2017 – present

Advisory Board Member, UCLA Center for the Study of Women, September 2017-present

Conference Co-Chair, TRIBES AND NATIONAL AND INTERNATIONAL SYSTEMS, Harvard Law School Symposium, Harvard Law School, October 13-14, 2016

Conference Co-Chair, UCLA LAW REVIEW SYMPOSIUM HONORING PROFESSOR AND VICE CHANCELLOR CAROLE GOLDBERG, UCLA School of Law, February 5, 2016

Member, UCLA INSTITUTE OF AMERICAN CULTURES ADVISORY BOARD, 2011-present

Conference Co-Chair, FEDERAL BAR ASSOCIATION/NATIVE AMERICAN BAR ASSOCIATION ANNUAL INDIAN LAW CONFERENCE, 2009-2012

Conference Co-Chair, RACE AND SOVEREIGNTY, CRITICAL RACE STUDIES CONFERENCE, UCLA School of Law, 2010

Faculty Advisory Committee, UCLA Inter-departmental Program in American Indian Studies, 2009-present

Faculty Advisory Committee, UCLA American Indian Studies Center, 2009-present (five years as Director)

Member, UC Center for New Racial Studies, 2010-2011

Board of Advisors, Tribal Learning Community and Educational Exchange, UCLA School of Law, Fall 2010- present

Conference Co-Chair, UCLA JUSTICE OR “JUST US”: RACE, ETHNICITY AND MASS INCARCERATION SYMPOSIUM, May 2010

Conference Chair, INDIGENOUS PEOPLES’ RIGHTS IN THE INTERNATIONAL HUMAN RIGHTS FRAMEWORK – A COMFORTABLE FIT?, January 2010

Co-Editor (with Dean Bryant Garth) of AALS JOURNAL OF LEGAL EDUCATION, 2008 –2010

### **Professional Legal Experience**

*Associate*, QUINN, EMANUEL, URQUHART, OLIVER & HEDGES, LLP, Los Angeles, California. Law firm associate in intellectual property and commercial business litigation practice. 2001-2002

*Associate*, KATTEN, MUCHIN, ZAVIS, Los Angeles, California. Law firm associate in entertainment and commercial business litigation practice. 1999-2001

### **Professional Memberships**

National Native American Bar Association

California State Bar

California Indian Law Association

Federal Bar Association

### **Select Other Professional Activities**

Editorial Board Member, *Indigenous Nations and Collaborative Futures* (Rowman and Littlefield International), 2018-present

Board Member, Wishtoyo Chumash Foundation, 2018-present

Member, Harvard Kennedy School Honoring Nations Board of Governors, 2016-present

Elected Member, American Law Institute, September 2012-present

Advisor, ALI Restatement of Federal Indian Law, September 2012-present

Director, Harvard Law School Native American Alumni Association Fellowship, 1999-2010

Member, Harvard Law School Native American Alumni Committee, 1998-present

Participant and Supervisor of Research, Indian Law Resource Center Land Law Project,  
2006-2007

Board Member, Stop Prisoner Rape, 2003-2006

**Shannon Speed**  
Curriculum Vita

**EDUCATION**

University of California, Davis

Ph.D. in Anthropology & Native American Studies, 2001

M.A. in Anthropology, 1996

University of Texas at Austin

M.A. in Latin American Studies, 1992

San Francisco State University

B.A. in International Relations, 1989 (Magna Cum Laude)

**Additional Training**

Center for Research and Graduate Education in Social Anthropology - CIESAS

Diploma Course in Legal Anthropology and Indigenous Law, 1999

Law School of the Autonomous University of Chiapas (Chiapas, Mexico)

Legal Studies in Constitutional Law, 1998-1999

**AREAS OF SPECIALIZATION**

Legal Anthropology, Indigenous Rights, Human Rights, Indigenous Feminism, Indigenous Migration, Gender, Neoliberalism, Race and Ethnicity, Sovereignty/Autonomy, and Activist Research Methodologies.

**POSITIONS HELD**

2019- Professor of Gender Studies and Anthropology, UCLA  
2016 - Director, American Indian Studies Center, UCLA  
2016 - 2019 Associate Professor of Gender Studies and Anthropology, UCLA  
2011 - 2015 Director, Native American and Indigenous Studies, University of Texas at Austin  
2009 - 2015 Associate Professor of Anthropology, University of Texas at Austin  
2009 - 2012 Assistant Vice President for Community Engagement, Division of Diversity and Community Engagement, University of Texas at Austin  
2007 - 2011 Director, Indigenous Studies Initiative, University of Texas at Austin  
2002 - 2009 Assistant Professor of Anthropology, University of Texas at Austin  
2002 Postdoctoral Scholar, Helen Kellogg Institute for International Studies, University of Notre Dame  
2001 - 2002 Visiting Assistant Professor of Anthropology, University of Notre Dame

- 2001 Fellow, Institute of Latino Studies, University of Notre Dame
- 1998 - 2005 Advisor and Project Director, Red de Defensores Comunitarios por los Derechos Humanos, Chiapas, Mexico
- 1996 – 1998 Director, Global Exchange-Chiapas, Chiapas, Mexico

## PUBLICATIONS

### Books:

- 2019 *Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State*, Critical Indigeneities Series, UNC Press.
- 2008 *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*. Stanford University Press, Stanford.
- 2006 *Bajo La Lanza: Lucha por la Tierra y Identidad Comunitaria en Nicolás Ruiz*. CONECULTA, Chiapas.

### Edited Volumes:

- 2008 *Gobernar en la Diversidad: Experiencias Indígenas en América Latina*. Xochitl Leyva Solano, Araceli Burguete Cal y Mayor, Shannon Speed, eds. FLACSO Ecuador and Guatemala, CIESAS-Mexico, Mexico City. October 2008.
- 2008 *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press. November 2008.
- 2006 *Dissident Women: Gender, Ethnicity and Cultural Politics in Chiapas*. Shannon Speed, Aida Hernandez Castillo and Lynn Stephen, eds. University of Texas Press, Austin.

### Articles in refereed journals:

- 2020 "On the Persistence of White Supremacy: Structuring Logics of the Settler Capitalist State," submitted to *American Anthropologist*, special issue edited by Aisha Beliso-De Jesus and Jemima Pierre.
- 2017 "Structures of Settler Capitalism in Abya Yala," *American Quarterly*, special issue edited by Bianet Castellanos. Vol. 69(4): 783-790.

- 2016 "Postscript: Dangerous Discourses: Human Rights and Multiculturalism in Neoliberal Mexico" Special Issue on Human Rights, *Political and Legal Anthropology Review*, Virtual Edition. Joshua Clark and Miia Halme-Tuomisaari, guest eds. <https://polarjournal.org/2016-virtual-edition-human-rights/>.  
(This anniversary issue featured nine key works in the anthropology of human rights, with authors providing brief postscripts to their work)
- 2016 "States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism," Shannon Speed. *Critique of Anthropology*. Vol. 36(3) 280–301.
- 2014 "A Dreadful Mosaic: Rethinking Gender Violence through the Lives of Indigenous Women Migrants," Shannon Speed. *Gendered Perspectives on International Development* Special Issue: Anthropological Approaches to Gender-based Violence and Human Rights. No. 304.
- 2013 "Women's Rights and Sovereignty/Autonomy: Negotiating Gender in Indigenous Justice Spaces," Shannon Speed. *Journal of Legal Anthropology*. 1(3): 360-393.
- 2012 "Building Austin, Building Justice: Immigrant Construction Workers, Precarious Labor Regimes and Social Citizenship." Torres, Rebecca, Rich Heyman, Solange Munoz, Lauren Apgar, Emily Timm, Cristine Tzintzun, Charles R. Hale, John McKiernan Gonzalez, Shannon Speed, and Eric Tang. *Geoforum*, on-line publication December 2012 (print edition, Volume 45, 2013).
- 2009 "Cruces de fronteras, identidades indígenas, género y justicia en las Américas" *Desacatos* 31: 13-34. Maylei Blackwell, Rosalva Aída Hernández Castillo, Juan Herrera, Morna Macleod, Renya Ramírez, Rachel Sieder, and María Teresa Sierra, Shannon Speed.
- 2009 "Remapping Gender, Justice, and Rights in the Indigenous Americas: Towards a Comparative Analysis and Collaborative Methodology" Speed, Shannon, Maylei Blackwell, Aída Hernández, Morna Macleod, Renya Ramirez, Rachel Sieder, and Teresa Sierra, Juan Herrera. *The Journal of Latin American and Caribbean Anthropology*, Vol. 14, No. 2, pp. 300–331.
- 2006 "Entre la antropología y los derechos humanos: hacía una



investigación crítica y activista," *Alteridades*, No. 31, Universidad Autónoma de México (UNAM), Mexico City.

- 2006 "At the Crossroads of Human Rights and Anthropology: Toward a critically-engaged activist research," *American Anthropologist* 108(1):66-77. 2006.
- 2005 "Dangerous Discourses: Human Rights and Multiculturalism in Mexico," *Political and Legal Anthropology Review (PoLAR)* 28(1)29-51.
- 2005 "Critical Perspectives on Human Rights and Multiculturalism in Latin America: an Introduction," in *Political and Legal Anthropology Review (PoLAR)* 28(1)1-9. Co-authored with María Teresa Sierra.
- 2005 "Rights, Resistance, and Radical Alternatives: The Red de Defensores Comunitarios and Zapatismo in Chiapas," *Humboldt Journal of Social Relations* 29(1): 47-82. Co-authored with Alvaro Reyes.
- 2002 "In Our Own Defense: Globalization, Rights and Resistance in Chiapas," *Political and Legal Anthropology Review (PoLAR)* 25(1): 69-89. Co-authored with Alvaro Reyes.
- 2002 "Global Discourses on the Local Terrain: Human Rights and Indigenous Identity in Chiapas," *Cultural Dynamics* 14(2): 205-228.
- 1999 "Limiting Indigenous Autonomy in Chiapas, Mexico: The State Government's Use of Human Rights." *Human Rights Quarterly* 22(4). Co-authored with Jane Collier.

Peer reviewed book chapters:

- 2016 "Representations of Violence: Telling Indigenous Women's Stories and the Struggle for a Less-Colonized Anthropology," *Sources and Methods in Indigenous Studies*, Chris Andersen and Jean O'Brien, eds. Routledge, NY.
- 2014 "Zapatista Autonomy: An Organic Theory of Rights," Shannon Speed. In *The Indigenous World of North America*, Robert Warrior, ed. Routledge, NY.
- 2011 "Ejercer los derechos/reconfigurar la resistencia en las Juntas de Buen Gobierno zapatistas" Shannon Speed. In *Luchas "muy otras": zapatismo y autonomía en las comunidades indígenas de Chiapas*. Bruno Baronnet, Mariana

- Mora Bayo, and Richard Stahler-Sholk, eds. CIESAS, Unach, UAM-Xochimilco, Mexico City and San Cristobal de Las Casas.
- 2010 "Forjado en el Diálogo: Hacia una Investigación Crítica y Comprometida," *Reflexiones desde Nuestras Prácticas Políticas y Conocimientos Situados*. Xochitl Leyva Solano, ed. Las Otras Ediciones, Mexico City.
- 2008 "Forged in Dialogue: Towards a Critically Engaged Activist Research." *Engaging Contradictions: Activist Scholarship in Interdisciplinary Perspective*, Charles R. Hale, ed. University of California Press, Berkeley. Pps 213-236.
- 2008 "Introduction: Rethinking Rights in the Maya Region," in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps 1-26. Co-authored with Xochitl Leyva Solano.
- 2008 "Human Rights in Chiapas: Global Discourse, Local meanings," in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps. 207-222. Co-authored with Xochitl Leyva Solano.
- 2008 "Asumiendo Nuestra Propia Defensa: Globalization, Rights and Resistance in Chiapas" in *Human Rights in the Maya Region: Global Politics, Moral Engagements, and Cultural Contentions*, Pitarch, Pedro, Shannon Speed, and Xochitl Leyva Solano, eds. Duke University Press, pps. 279-303. Revised version of publication #10, co-authored with Alvaro Reyes.
- 2008 "Hacia la investigación descolonizada: nuestra experiencia de co-labor" Co-authored with Xochitl Leyva. In *Gobernar (en) la diversidad: experiencias indígenas desde América Latina. Hacia la investigación de colabor*, Xochitl Leyva, Araceli Burguete y Shannon Speed (eds.). México D.F., CIESAS, FLACSO Ecuador y FLACSO Guatemala, pp. 63-105.
- 2008 "Globalización Bajo La Lanza: nuevas interpretaciones de las formas de gobernar e la identidad comunitaria en Nicolás Ruiz" co-authored with Constantino Rubén Moreno Méndez. In *Gobernar (en) la diversidad: experiencias indígenas desde América Latina. Hacia la investigación de colabor*, Xochitl Leyva,

Araceli Burguete y Shannon Speed (eds.). México D.F., CIESAS, FLACSO Ecuador y FLACSO Guatemala.

- 2008 "Rights at the Intersections: Gender and Indigenous Rights in Chiapas," Chapter 5 of *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*, reprinted in *Human Rights: An Anthropological Reader*. Goodale, Mark, ed. Blackwell Publishing, Oxford.
- 2007 "The Zapatista Juntas de Buen Gobierno: Exercising rights, Reconfiguring resistance." *The Practice of Human Rights: Tracking Law in Transnational Contexts*. Mark Goodale and Sally Merry, eds., Cambridge University Press, Cambridge.
- 2006 "Indigenous Women and Gendered Resistance in the Wake of Acteal: A feminist activist research perspective," in *Engaged Observer: Advocacy, Activism, and Anthropology*. Victoria Sanford and Asale Angel-Ajani, eds. Rutgers University Press, New Jersey.
- 2005 "Luchas de tierra y reemergencia de identidad indígena: la étnohistoria y étnopresente de Nicolás Ruiz," in *Tejiendo Historias: Tierra, Género y Poder en Chiapas*. Maya Lorena Perez Ruiz, ed. INAH, Mexico.
- 2003 "Indigenous Women and Gendered Resistance in the Wake of Acteal," in *Women of Chiapas: Making History in Times of Struggle and Hope*. Christine Kovic and Christine Eber, eds. Routledge Press.
- 2001 "Los Derechos Humanos: un 'discurso globalizado' con 'gramatica moral'." Co-authored with Xochitl Leyva. *Derechos Humanos en el Area Maya*. Pedro Pitarch and Julián López García, eds. Sociedad Española de Estudios Mayas and Universidad Complutense de Madrid.
- 2001 "Mujeres Indigenas y Resistencia de Género a Raíz de Acteal: Las Acciones dicen más que las palabras," in *Identidades Indígenas y Género: Cuaderno de Trabajo No. 1- Research Project CONACYT-UNACH*. Facultad de Ciencias Sociales, UNACH. San Cristóbal de las Casas.

#### Book Reviews:

- 2010 Review of Meyer, Louis, & Maldonado Alvarado, Benjamin (2010). *New World of Indigenous Resistance: Noam Chomsky and Voices from North*,

South and Central America. In *AlterNative* Volume 6(3).

- 2006 Review of *Haciendo Justicia: Interlegalidad, derecho y género en regiones indígenas*, María Teresa Sierra, ed. In *Journal of Latin American Studies*.

#### FORTHCOMING:

##### Edited Volumes:

*Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

##### Book Chapters:

“Grief and an Indigenous Feminist’s Rage: The Embodied Field of Knowledge Production,” *Heightened States of (In)justice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Introduction: Indigenous Women and Gender Violence,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Postscript: Indigenous Women and Violence in the Time of Coronavirus,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

##### Textbooks featuring my work:

- 2016 “Spotlights: Shannon Speed on Fieldwork and Identity,” in *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Dána-Ain Davis and Christa Craven, eds. Rowman & Littlefield, Lanham, Maryland.

- 2016 “Anthropologists Engage the World: Shannon Speed” in *Cultural Anthropology: Toolkit for a Global Age*. W.W. Norton and Co., New York, NY.

##### Disciplinary engagement:

- 2015 "Otros Saberes Emergentes" *LASA Forum*. 46(2): 28-29. Co-authored with Maylei Blackwell.
- 2012 "Mujeres Migrantes, Derechos Humanos y el Neoliberalismo Multicriminal," *Revista ConLaA*. No. 11.
- 2012 "Mujeres indígenas presas en México y Estados Unidos: Un desafío hemisférico para los estudios indígenas," *LASA Forum*. 43(1): 17-20. Co-authored with R, Aída Hernández C.
- 2010 "New Directions in Mexico Research: The Calderón Era." *North American Dialogue*. 13(1): 5-9.
- 2010 Human Rights in the Heart of Texas. *Anthropology News*. 51(1): 23 – 24.
- 2009 Human Rights and the Border Wall. *Anthropology News*. 49(9): 25 – 26.
- 2006 "Introduction: Representing Culture, Translating Human Rights," *Texas International Law Journal*, University of Texas, Austin.
- 2005 "Embodying Alternative Knowledges: Everyday Leaders and the Diffusion of Leadership in Zapatista Autonomous Regions," *LASA Forum* 35(1).

Public scholarship:

- 2020 "Our graphs show it: COVID-19 is deeply and disproportionately impacting Indigenous communities," (with Randall Akee, Kelly Lytle Hernandez, Desi Rodriguez-Lonebear, and Mariah Tso) *Indian Country Today*. May 18, 2020.
- 2017 "Columbus Day Should Go" *L.A. Progressive*. August 29, 2017.
- 2015 "President Obama, Deception Will Not Work: It's Time to End family Detention," (with Leisy Abrego and Alfonso Gonzales) *Huffington Post*. May 19.
- 2015 "End Family Detention for Mother's Day," *The Rivad Report*. May 9.

- 2015 "Hunger Strike is a Call to Consicence to End Family Detention," (with Alfonso Gonzales). *The Hill*. April 23.
- 2015 "Why We Need to End Family Detention—Again" (with Alfonso Gonzales and Gilberto Rosas). *POLITICO Magazine*. March 3.
- 2015 "From Ayotzinapa to Ferguson: Through an Eye Socket Darkly" (with Aída Hernández). *In These Times*. January 5.
- 2014 "Why are the feds harassing Navajo shepherds?" (with Hallie Boas). *Al-Jazeera America*. December 27.
- 2014 "De Ferguson a Ayotzinapa: racism y la criminalización de la protesta social" *La Jornada*. December 17.
- 2014 "Tell High School Students the Truth: Why Texas is Wrong on Teaching History" *Huffington Post*. November 21.
- 2014 "Justice Denied: The U.S. should hold Mexican authorities accountable for mass killings" (with Vivian Newdick). *US News and World Report*. October 28.
- 2014 "Landmark settlement and new law are victories for tribal sovereignty." *Al-Jazeera*. October 18.
- 2014 "The US is Jailing Immigrant Women and Children Under Appalling Conditions." *Global Post*. October 10.
- 2013 "Obama Should Free AIM Activist Leonard Peltier" *Indian Country Today*. December 10.
- 2003 "Derechos Humanos y Resistencia al Neoliberalismo," in *Ojarasca*, monthly supplement in *La Jornada*. Mexico City, Mexico. July.
- 2002 Letter to the Editor, Response to "In Mexico Hinterland, Life Beyond the Law" (Kevin Sullivan, March 15, 2002). *The Washington Post*. March 30, 2002.
- 2000 "Autonomía Indígena, Derechos Humanos, y el Estado: dos casos en Chiapas," *Memoria*, Mexico, D.F.

## FORTHCOMING:

## Edited Volumes:

*Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

## Book Chapters:

“Grief and an Indigenous Feminist’s Rage: The Embodied Field of Knowledge Production,” *Heightened States of (In)justice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Introduction: Indigenous Women and Gender Violence,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

“Postscript: Indigenous Women and Violence in the Time of Coronavirus,” co-authored with Lynn Stephen. In *Heightened States of Injustice: Activist Research on Indigenous Women and Violence*, co-edited with Lynn Stephen. Under advance contract University of Arizona Press. Manuscript in press. Expected Fall 2020.

## AWARDS AND HONORS

2020	Best Subsequent Book Award, Native American Studies Association (NAISA), for <i>Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler Capitalist State</i> (UNC Press, 2019)
2018	Research Excellence Award, Dean of Social Science and Center for the Study of Women, \$3000
2014	Lifetime Achievement Award, State Bar of Texas American Indian Law Section
2013	Chickasaw Nation Dynamic Woman of the Year, Chickasaw Nation of Oklahoma
2011-12	Tower Award for Outstanding Service Learning Professor, University of Texas at Austin
2010-11	Tower Award for Outstanding Service Learning Professor, University of Texas at Austin



- 2009 Visiting Gladstein Professorship in Human Rights, Institute for Human Rights, University of Connecticut
- 2007-08 Nominee, Hamilton Book Award, University of Texas at Austin (for *Dissident Women: Gender and Cultural Politics in Chiapas*, UT Press 2006)
- 2000 Minority Dissertation Award, American Anthropological Association

Extra-mural awards

- 2019 National Science Foundation (NSF): "RAISE: Bringing Together Diverse Perspectives on Water" co-PIs Arahdna Tripathi and Jessica Cattelino. (\$1,000,000)
- 2016 Radcliffe Institute for Advanced Study Seminar Grant, Harvard University: "Indigenous Peoples, Gender Justice and Legal Pluralism in the United States, Mexico and Guatemala." (\$20,000)
- 2014-15 Ford-LASA Special Projects Grant (\$12,500)
- 2013 Mellon Foundation Sawyer Seminar Series Grant (with Charles Hale) (\$179,000).
- 2005 Ford Diversity Postdoctoral Fellowship
- 2003 Ford Foundation Mexico, Collaborative Research Grant (with CIESAS-Sureste) \$170,000
- 2002 Postdoctoral Fellowship, Kellogg Institute for International Studies University of Notre Dame
- 2001 Postdoctoral Fellowship, Institute of Latino Studies, University of Notre Dame
- 2001 Postdoctoral Fellowship, Center for US-Mexico Studies, University of California, San Diego (declined)
- 2000 Ford Foundation Minority Dissertation Fellowship
- 2000 Minority Dissertation Award, American Anthropological Association
- 2000 Guest Scholar, Center for U.S.-Mexican Studies, University of California, San Diego
- 1998 Social Science Research Council--MacArthur Foundation Fellowship on International Peace and Security in a Changing World (2 years dissertation research funding)

University of Texas Awards

- 2015 Faculty Research Leave Award (\$40,000)
- 2014 Mellon Foundation Latin American Summer Research Grant
- 2013 Mellon Foundation Latin American Summer Research Grant
- 2011-12 LLILAS Faculty Initiative (\$10,000)



- 2009 Mellon Foundation Latin American Summer Research Grant
- 2008 Mellon Foundation Latin American Summer Research Grant
- 2007 Mellon Foundation Latin American Summer Research Grant
- 2006 University Co-operative Society Subvention Grant
- 2006 Mellon Foundation Latin American Summer Research Grant
- 2005 Mellon Foundation Latin American Summer Research Grant
- 2005 Summer Research Assignment (SRA) University of Texas at Austin
- 2004 Dean's Fellowship, University of Texas at Austin
- 2004 Mellon Foundation Latin American Summer Research Grant
- 2004 Summer Research Assignment (SRA) University of Texas at Austin
- 2003 Mellon Foundation Latin American Summer Research Grant
- 2002 Mellon Foundation Latin American Summer Research Grant

**KEYNOTE ADDRESSES:**

- 2020 UndocuCarolina Distinguished Lecture Series Keynote, UNC Chapel Hill, "Incarcerated Stories."
- 2018 Latin American Studies/Study of the Americas Conference, Cal State University, San Bernadino. "Captive Stories: Indigenous Women Migrants and the Settler Capitalist State"
- 2016 National Indigenous Research and Knowledges Network (NIRAKN) Critical Race and Law Symposium, University of Melbourne Law School. "Indigenous Women Migrants, Gender Violence, and the Neoliberal Multicriminal Settler State."
- 2016 Abriendo Brecha Activist Scholarship Conference, University of Texas at Austin. "Gender, Race and Violence in the Field and as the Field: Toward a Decolonizing Activist Research."
- 2015 Conference on Citizenship, Security, and Human Rights in Mexico and Latin America. University of California, San Diego.
- 2014 Chickasaw Women's Conference. "Gender Violence and Native Women's Human Rights."
- 2014 State Bar of Texas Indian Law Section Annual Conference. "Native Women and Gender Violence in the Law"

- 2013 John E. Sawyer Seminar "B/ordering Violence: Boundaries, Indigeneity and Gender in the Americas," University of Washington, Seattle, Washington. "State Interpellations: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism"
- 2012 Canadian Association for Latin American and Caribbean Studies (CALACS). "Indigenous Women Migrants: Rethinking Violence and Human Rights."
- 2010 Conference on Gender and Pluricultural Societies, Finnmark University, Norway. "Indigenous Courts and Gender Justice, from Ada to Oventic."
- 2009 Activist Ethnography Conference, University of Michigan. "Decolonizing Anthropology."
- 2009 Native American Culture Conference, Texas State University, San Marcos. "Indians are Indians, Here or There: Native Peoples in the U.S. and Latin America."

**PAPERS PRESENTED AT PROFESSIONAL MEETINGS:**

- 2020 "Indigenous People are the future: Comments on the Martin Diskin Award Lecture of Dr. Irma Alicia Velasquez Nimatuj" Latin American Studies Association (LASA) Annual Meeting, Guadalajara, MX (virtual conference).
- 2020 Author meets Critics: a discussion of "Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler Capitalist State" Latin American Studies Association (LASA) Annual Meeting, Guadalajara, MX (virtual conference).
- 2019 "Embodied Fieldwork on Indigenous Women Migrants" Activist Research on Immigration Policy and the Journey North Roundtable, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- 2019 "At the Intersection of Indigenous North and South," (Des)Encuentros hemisféricos: Estudios Indígenas y Latinoamericanos y los límites de la inclusión, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.

- 2018 "Miscege-Nation: How a Settler State becomes a 'Cosmic Race'," Native American and Indigenous Studies Association (NAISA) Meetings, Los Angeles.
- 2017 "Structures of Settler Capitalism in Abya Yala," Native American and Indigenous Studies Association (NAISA) Meetings, Vancouver BC.
- 2017 "Structures of Settler Capitalism in Abya Yala," Latin American Studies Association (LASA) Annual Meetings, Lima, Peru.
- 2016 "Feminist Representations: (Re)telling Indigenous Women's Stories and the Politics of Knowledge Production" Latin American Studies Association (LASA) Annual Meetings, New York, NY.
- 2016 "Indigenous Studies in Unexpected Places: Talking Texas" Native American and Indigenous Studies Association (NAISA) Meetings, Honolulu, Hawaii.
- 2015 "Indigenous Women and the Quagmire of Legal Resistance" Challenging Legal Orders Roundtable, American Ethnological Society, Washington, D.C.
- 2015 "Morality, Ethics, Politics: A Conversation about Human Rights and Disciplinarity" American Anthropological Association (AAA) Annual Meetings, Denver, Colorado.
- 2015 "Intersectional Violence: Human Rights and Indigenous Women Migrants," Native American and Indigenous Studies Association (NAISA) Meetings, Washington, D.C.
- 2015 "Indigenous Women Migrants: Navigating the Shadowy Space of Neoliberal Multicriminalism" Latin American Studies Association (LASA) Annual Meetings, San Juan, Puerto Rico.
- 2014 "Indigenous Women Migrants: Navigating the Shadowy Space of Neoliberal Multicriminalism," American Anthropological Association (AAA) Annual Meetings, Washington, D.C.
- 2013 "Estados de Violencia: Mujeres indígenas migrantes y derechos humanos en la era de la multicriminalidad neoliberal," First Indigenous Peoples' Congress, Oaxaca, Mexico.

- 2013 "Mujeres indígenas migrantes y derechos humanos en la era de la multictiminalidad neoliberal," Associação Portuguesa de Antropologia (Portuguese Anthropology Association), Vila Real Portugal.
- 2013 "Rethinking Gender Violence through the Lives in Indigenous Women Migrants." Latin American Studies Association (LASA) Annual Meetings, Washington, D.C.
- 2012 "Indigenous Women Migrants, Human Rights, and Neoliberal Multictiminalism" American Anthropological Association (AAA) Annual Meetings, San Francisco, CA.
- 2012 "Rethinking Violence and Human Rights through the Lives of Indigenous Migrant Women" Latin American Studies Association (LASA) Congress, San Francisco, CA.
- 2011 "Invisible Prisoners: Indigenous Women Migrants, Hutto and Human Rights." Native American and Indigenous Studies Association (NAISA) Meetings, Sacramento, CA.
- 2010 "Indigenous Women's Rights and Collective Sovereignty/Autonomy: Negotiating Gender Justice." American Anthropological Association Annual (AAA) Meetings, New Orleans, LA.
- 2010 "Gender and Sovereignty/Autonomy: Intersectional Negotiations in Indigenous Justice Spaces." Latin American Studies Association (LASA) Congress, Toronto, Canada.
- 2010 "The Intersection of Gender and Justice: Women and Indigenous Justice Spaces." Native American and Indigenous Studies Association (NAISA) Meetings, Tucson, Arizona.
- 2008 "Carol Smith is a Four-Letter Word" American Anthropological Association Annual(AAA) Meetings, San Francisco, CA
- 2008 "Remapping Gender, Justice, and Rights in the Indigenous Americas." Native American and Indigenous Studies Association (NAISA) Meetings, Athens, GA.

- 2007 "Seeking Local Justice: Comparing Indigenous Courts in the United States and Latin America." Latin American Studies Association (LASA) Congress Montreal, Canada.
- 2006 "Forged in Dialogue: Toward a Critically-Engaged Activist Research." American Anthropological Association Annual (AAA) Meetings, San Jose, CA.
- 2006 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno*" Latin American Studies Association (LASA) Congress, San Juan, Puerto Rico.
- 2006 "Entre la antropología y los derechos humanos: hacía una investigación crítica y activista" Red Latinoamericano de Antropología Legal (RELAJU) Biannual Congress, Oaxtepec, Mexico. Panel Organizer: The Anthropology of Human Rights in Neoliberal Globalization
- 2006 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno*" Latin American Studies Association Congress, San Juan, Puerto Rico.
- 2005 "*Mejorando los Caminos de la Resistencia: Exercising rights and practicing resistance in the Zapatista Juntas de Buen Gobierno.*" American Anthropological Association Annual Meetings, Washington, D.C. (Double Session Invited by the Association for Political and Legal Anthropology and the Human Rights Committee.)
- 2003 "Dangerous Discourses: Human Rights and Multiculturalism in Neoliberal Mexico." Also, co-organizer double session invited by the Association for Political and Legal Anthropology "Critical Studies in Human Rights and Multiculturalism in Latin America." American Anthropological Association Annual Meetings. Chicago, Illinois. November.
- 2003 "Rights at the Intersection: Gender and Ethnicity in Nicolas Ruiz, Chiapas." Latin American Studies Association Congress (LASA) Dallas, TX.
- 2002 "Rights at the Intersection: Gender and Ethnicity in Nicolas Ruiz, Chiapas."

Session organizer: "Gender, Power and Ethnicity in Chiapas." American Anthropological Association Annual Meetings. New Orleans, LA.

- 2000 *"Pero vienes de 'derechos humanos', no?": an activist research experience in Chiapas, Mexico.*" Session co-organizer and chair: "Critically-Engaged Anthropology: Benefits and Dilemmas of co-participatory research." American Anthropological Association Annual Meetings. San Francisco, CA.
- 2000 "Images of Resistance: Women and Militarization in Chiapas." Latin American Studies Association Congress (LASA). Miami, FL.
- 1999 "Actions Speak Louder than Words: Indigenous Women and Gendered Resistance in the Wake of Acteal." American Anthropological Association Annual Meetings. Chicago, IL. Invited Session.
- 1998 "Women First: Gender Theory, Public Discourse, and Women's Resistance in Chiapas" American Anthropological Association Annual Meetings. Philadelphia, PA. Invited Session.
- 1997 "Global Discourses and Local Resistances: Human Rights and Identity in the Zapatista Base Communities of Chiapas." Latin American Studies Association (LASA) Meetings. Guadalajara, Mexico.
- 1996 "Reconfiguring Human Rights: Collective Indigenous Rights and the EZLN." American Anthropological Association Annual Meetings. San Francisco, CA.

#### **INVITED PARTICIPATION AT CONFERENCES, SEMINARS AND COLLOQUIA:**

"Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State," University of Illinois, Urbana Champaign. February 2020.

"Incarcerated Stories: Indigenous Women Migrants in the Settler Capitalist State," Anthropology Lecture Series, Vanderbilt University. January 2020.

"Indigenous Women, Migration, and Immigration Detention" Otros Saberes LASA pre-conference. May 2019.

"Indigenous Migrant Experience and the Structures of Settler Capitalism" Racial Violence Hub Symposium, UCLA. May 2017.

"Structures of Settler Capitalism in Latin America: Remembering Patrick Wolfe"  
Settler Colonialisms Symposium, UCLA. April 2017.

"Indigenous Women Migrants, Gender Violence, and the Neoliberal Multicriminal  
Settler State" University of Minnesota, Minneapolis. March 2017.

"The Persistence of White Supremacy," Critical Race Studies Symposium: From  
Colorblindness to White Nationalism: Emerging Racial Formations on the Trump  
Era. UCLA. March 2017.

Racialized State Violence in Global Perspective Conference. UCLA, Los Angeles, CA.  
"Neoliberal Multicriminalism" May 2016.

Contemporary Indigenous and Native American Cultures in Central and North  
America Symposium, Latin American Institute, UCLA. May 2016.

Teach-in Course Leader. "Indigenous People in the Timeline of U.S. History"  
Freedom University. Atlanta, GA. February 2016.

Stony Brook University. "Indigenous Women Migrants and Human Rights in the Era  
of Neoliberal Multicriminalism" October 2015.

Departments of Sociology and Anthropology, Trinity University. "Indigenous  
Women and States of Violence." October 2015.

Affective Collectives and Precarious Activism in Contemporary Social  
Movements. American Ethnological Society. April 2015.

Anthropology at the Edge: The U.S.-Mexico Border/lands Symposium. The Center  
for Mexican American Studies and the Department of Anthropology, the University  
of Texas at Austin. February 2015.

Civil Rights in Texas Symposium. Institute of Texan Cultures (ITC) at the University  
of Texas at San Antonio (UTSA). "Indigenous Peoples in Texas Today: From  
Recognition to Rights" April 2013.

Wenner Gren Seminar on Understanding Indigeneity in Latin America Today. Johns  
Hopkins University, Baltimore MD. November 2010.

Hemispheres Summer Institute: Unraveling Race and Ethnicity, University of Texas  
at Austin. June 2010.

University of Georgia: Latin American Studies, Women's Studies, Native American

Studies. "Law and Gender Justice in Indigenous Spaces." March 2010.

"Law, Locality, and International Human Rights" with Nobel Peace Prize winner Shirin Ebahdi, Rapoport Center for Human Rights and Justice, Law School, University of Texas at Austin. April 2009.

Human Rights at UT: A Dialogue at the Intersection of Academics and Advocacy. Panel: Building Austin, Building Justice: the Workers Defense Project Construction Industry Study. March 2009.

Panel participant. Human Rights at UT: A Dialogue at the Intersection of Academics and Advocacy. Panel: The Border Wall as a Human Rights Barrier. March 2009.

"Indigenous People and the State in Mexico." Lecture series for Fulbright Scholars organized by the Lozano Long Institute of Latin American Studies, University of Texas at Austin. May 2008.

Book Presentation. "Right in Rebellion: Indigenous Struggle and Human Rights" Book People, Austin, Texas. Organized by the Reflections Series, Gender and Women's Studies, UT Austin. April 2008.

Roundtable participant. Gender, Justice and Globalization: Rethinking Indigenous Women's Experience, Native American and Indigenous Studies Association. Athens GA. March 2008.

"Paths of Resistance: Indigenous Struggle and Human Rights." Latin American Studies Faculty Speakers Series, LLILAS, UT Austin. March 2008.

Presenter. "Activist Research with Indigenous Peoples in Latin America" LLILAS Field Methods Workshop. University of Texas at Austin. April 2007.

Discussant. "Indigenous Roads to Development" and "Indigenous Peoples, Afro-Indigenous Peoples and Reparations." Rapoport Center for Human Rights Speakers Series, University of Texas School of Law. Fall 2006.

Presenter and organizer. "Indigenous Courts in the Chickasaw Nation and the Zapatista Good Governance Councils: Women Pursuing gender Justice." Bi-national meeting, UC-Mexus project "Indigenous Women in Globalization" University of California, Los Angeles. August 20-21, 2006.



Presenter and Co-organizer. Fourth International Seminar, Ford Foundation Research Project, "Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Etnica en América Latina" Mexico City, Mexico – April 2006.

Discussant. "Labors of the dead: The Uses of the Past in Latin American Cultural Activism" Latin American Studies Association Congress, San Juan, Puerto Rico. March 2006.

Presenter. "Global Discourses on the Local Terrain: Human Rights and Indian Resistance" LLILAS Faculty Speakers Series, UT Austin. March 2006.

Moderator and discussant. Indigenous Politics. Institute of Latin American Studies (ILASSA) Annual Conference. University of Texas at Austin. February 2006.

Presenter. "The Zapatista Uprising: Twelve Years of Indigenous Struggle in Chiapas" George Mason University, Fairfax campus. December 1, 2005.

Guest Lecture. "The dialogic emergence of rights: globalization, state policy and local struggle in Chiapas" Institute for Conflict Analysis and Resolution (ICAR) George Mason University. November 30, 2005.

Presenter. "Researching Indigenous Women Across Borders" Bi-national meeting, UC-Mexus project "Indigenous Women in Globalization." Tepoztlan, Morelos, Mexico. November 19-20, 2005.

Panel Participant. Improving the World: Promises and Perils of Transnationalism Lewis Henry Morgan Lectures, University of Rochester. November 2005.

Chair and discussant. Multidisciplinary Symposium: Representing Culture, Translating Rights. Rapoport Center for Human Rights and Justice. University of Texas at Austin School of Law. November 4, 2005.

Participant. Pre-Congreso Internacional, Red Latinoamericana de Antropología Jurídica (RELAJU). San Cristóbal de Las Casas, Chiapas. October 5-8, 2005.

Presenter and participant. MIT conference: "Transnationalism and Human Rights" Wequassett Inn, Cape Cod. June 26-28, 2005.

Presenter/participant. Rethinking Activist Research. Center for Integrating Research and Action (CIRA). University of North Carolina-Chapel Hill. June 3-4, 2005.

Co-organizer/Participant. Adjudicating Culture, Politicizing Law: Legal Strategies for Black and Indigenous Land Rights Struggles in the Americas. The University of Texas at Austin. April 28–29, 2005.

Workshop facilitator. Ethics of activist research with NGOs. *Abriendo Brecha/Haciendo Camino*: Activist Scholarship on Race, Identity, and Mestizaje in the Americas. University of Texas at Austin. February 24-26, 2005.

Moderator and discussant. Institute of Latin American Studies Annual Conference (ILASSA). University of Texas at Austin. February 2005.

Organizer and presenter. Third International Seminar, Ford Foundation Research Project “Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Etnica en América Latina.” Bilwi, Nicaragua. January 18-21, 2005.

Co-organizer and presenter. Second International Seminar, Ford Foundation Research Project “Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Etnica en América Latina.” Quito, Ecuador. October 28-November 1, 2004.

Presenter. “Human Rights and Multiculturalism in Mexico: A view from Chiapas.” Human Rights from the Bottom Up Conference, Comparative Law and Society Studies Center, University of Washington - April 2-3, 2004.

Presenter. “Activist Research with Indigenous Peoples in Latin America” LLILAS Field Methods Workshop. University of Texas at Austin. April 2004.

Co-organizer and presenter. First International Seminar, Ford Foundation Research Project “Gobernar en la Diversidad: Experiencias de Construcción de Ciudadanía Etnica en América Latina.” Mexico City. March 2004.

Presenter: “Rights at the Intersection: Gender and Ethnicity in Nicolás Ruiz, Chiapas” Human Rights Happy Hour Series, Rapoport Center for Human Rights and Justice, University of Texas at Austin Law School. March 2003.

Moderator and discussant. The State of Gender/Gender of the State. Institute of Latin American Studies Annual (ILASSA) Conference. University of Texas at Austin. February 2003.

Presenter: "Human Rights and Indian Resistance in Chiapas" Seminar Series, Helen Kellogg Institute of International Studies, University of Notre Dame. October 2002.

Book presentation. *Experiencias Regionales del Zapatismo*, Mattiace, Shannan, Aida Hernandez and Jan Rus, eds. CIESAS/ECOSUR Colloquium. San Cristóbal de Las Casas, Chiapas. August 2002.

Presenter and participant. Social Science Research Council-MacArthur Foundation Fellows Conference. New Delhi, India. August 1999.

Participant. United Nations High Commission on Human Rights Annual Meetings Geneva, Switzerland. April 1999.

Presenter and participant. "Grounding Human Rights in Chiapas, Mexico: Ethical Issues and Methodological Challenges for Research in Conflict Situations" Research in International Human Rights, MacArthur Consortium Conference, Stanford Center for International Security and Cooperation (SISAC). Stanford University, CA. March 1999.

Participant. Social Science Research Council-MacArthur Foundation Fellows Conference. San Salvador, El Salvador. May 1998

Presenter. "Legitimation Crisis: The Mexican State." States in Crisis, States in Flux: Processes of Reconfiguration, Social Science Research Council-MacArthur Foundation Summer Institute. Antigua, Guatemala. May 1998.

Guest lecture. "Human Rights and Anthropology: Community Research in Chiapas" Seminario Sobre Movimientos Sociales. Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS-Sureste) San Cristóbal de Las Casas, Chiapas, México. February 1997.

## EDITORIAL EXPERIENCE

2019 - Editorial Board, *Feminist Anthropology*

- 2018 - Editorial Board, *Liminar: Estudios sociales y humanísticos*
- 2016 - Editorial Board, *AlterNative*
- 2010 – 2014 Editorial Board, *Nakum* On-Line Journal
- 2007 – 2012 Editorial Board Member, *North American Dialogue*, Society for the Anthropology of North America, American Anthropological Association.

Editorial collective, *Cultural Dynamics*, Sage Press/UT Austin. 2005 - 2012.

### **COURSES TAUGHT**

#### Undergraduate:

Introduction to Four-Fields Anthropology  
 Cultural Anthropology  
 Indigenous Peoples of Mexico: Rights and Autonomy  
 Activist Research Practicum  
 Global Indigenous Issues  
 Introduction to American Indian Studies  
 Indigenous Women and Violence

#### Graduate seminars:

Ethnography of Chiapas  
 Gender and Feminism in Latin America  
 Multiculturalism and Human Rights in Latin America  
 Women and Indigenous Rights in Mexico  
 Theory/Methods/Politics of Research  
 Grant and Proposal Writing  
 Multiculturalismo: Etnicidad y el Estado en América Latina  
 Feminist Theory Core Course in Anthropology  
 Indigenous Theory of the Americas  
 Oral History for Social Change  
 Indigenous Film  
 Indigenous Diaspora  
 Contemporary Issues in Indigenous Communities

### **CONSULTANCIES**

2002 World Bank

Independent Consultant on Justice Issues in Southern Mexico

## **SERVICE TO THE UNIVERSITY**

### UCLA

2019-      Advisory Board, Mildred E. Mathias Botanical Garden  
 2019-20      Search Committee, American Indian Studies  
 2019-20      Search Committee, Director, Chicano Studies Research Center  
 2019-20      Search Committee, Vice Chancellor for Equity, Diversity and Inclusion  
 2019-20      Personnel Committee, Department of Gender Studies  
 2018-19      Personnel Committee, Department of Gender Studies  
 2017-18      Host Committee, Native American and Indigenous Studies Association  
                 Annual Meeting  
 2017          Search Committee, Dean of Social Sciences  
 2016-17      Diversity Committee, Department of Anthropology

### University of Texas at Austin

2014-15      Dean's Diversity Committee, College of Liberal Arts  
 2014-15      Chair, Search Committee, LLILAS-Anthropology Gender Hire  
 2013-14      Dean's Diversity Committee, College of Liberal Arts  
 2013-14      Chair, Search Committee, LLILAS-Anthropology Gender Hire  
 2012-13      Dean's Diversity Committee, College of Liberal Arts  
 2012          Chair, Irregular Hire Committee (Kim Tallbear), Department of  
                 Anthropology  
 2012          Organizer: Abriendo Brecha VII: Activist Scholarship on the Americas,  
                 University of Texas at Austin  
 2011          Faculty Advisor: Abriendo Brecha V: Activist Scholarship on the  
                 Americas, University of Texas at Austin  
 2010 -      Steering Committee, Department of Anthropology  
 2010 - 12      Diversity Obudsperson, Department of Anthropology  
 2010 -      Executive Committee, Lozano Long Institute of Latin American  
                 Studies (LLILAS)  
 2010 - 12      Native Student Recruitment Committee, Admissions.  
 2010          Organizer: Abriendo Brecha VII: Activist Scholarship on the Americas,  
                 University of Texas at Austin  
 2009 -      Faculty Advisory Committee, Lozano Long Institute of Latin American  
                 Studies (LLILAS)  
 2009 - 10      Chair, Admissions Committee, Department of Anthropology.  
 2009          Organizer: Abriendo Brecha VI: Activist Scholarship on the Americas,  
                 University of Texas at Austin

- 2008 - 2011 Faculty Advisory Committee, Mexican Center, LLILAS.
- 2008 – 2009 Chair, Admission Committee, Department of Anthropology.
- 2008 Organizing Committee: Lozano Long Conference, LLILAS.
- 2008 Organizer: Abriendo Brecha V: Activist Scholarship on the Americas, University of Texas at Austin
- 2007-2009 Faculty Fellow and Director Indigenous Studies Initiative and Engaged Research Collaborative, Division of Diversity and Community Engagement
- 2007-2009 Faculty Advisory Board, Office of Thematic Issues and Community Engagement, Division of Diversity and Community Engagement
- 2007 -2009 Faculty Council Member
- 2007 -2009 Faculty Council Recruitment and Retention Committee
- 2007 Organizer: Abriendo Brecha IV: Activist Scholarship in the Americas  
“Public Education, Marginalized Publics and the Politics of Insurgency, University of Texas at Austin
- 2007 Search Committee Chair, Native North America Thematic Hire, Department of Anthropology
- 2006 Organizer: Abriendo Brecha III: Activist Scholarship on Crisis, Politics and Performance in the Americas, University of Texas at Austin
- 2005 Department Search Committee Latin Americanist Line
- 2004 Organizing Committee: Adjudicating Culture, Politicizing Law: Legal Strategies for Black and Indigenous Land Rights Struggles, International Research Networks Conference. Institute of Latin American Studies (LLILAS)/School of Law, University of Texas at Austin
- 2004-2006 Executive Committee, Department of Anthropology
- 2003 - Steering Committee, B. and Audry Rapoport Center for Human Rights and Justice, Law School
- 2003 Organizer: Mapping Autonomies in Chiapas: International Research Networks Conference. Institute of Latin American Studies (LLILAS)/School of Law, University of Texas at Austin.
- 2003-2006 Human Subjects Review Committee, Department of Anthropology

**SERVICE TO THE PROFESSION**

- 2020-2021 Past President, Native American and Indigenous Studies Association (NAISA)
- 2020 External review committee, Department of Native American Studies, University of Oklahoma

- 2019-2020 President, Native American and Indigenous Studies Association (NAISA)
- 2018-19 President-elect Native American and Indigenous Studies Association (NAISA)
- 2019 Co-organizer, Latin American Studies Association (LASA) Presidential Session, "Indigenous Matters: A Critical Hemispheric Dialogue by Native Women," Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- 2019 Congress Opening Indigenous Land Acknowledgement, Latin American Studies Association (LASA) Annual Meetings, Boston, MA.
- Fall 2018 Chair, External Review Committee, Department of Native American Studies, University of Minnesota
- 2018-19 President-elect Native American and Indigenous Studies Association (NAISA)
- 2018-19 Co-organizer, Latin American Studies Association (LASA) Presidential Session, "Indigenous Matters: A Critical Hemispheric Dialogue by Native Women"
- 2018- Selection Committee, Social Science Research Council - Mellon International Dissertation Research Fellowship (SSRC-IRDF) program
- 2015-18 Council Member, Native American and Indigenous Studies Association Annual (NAISA)
- 2017- Advisory Board, Summer Institute on Global Indigeneities
- 2015-2016 Co-Chair Otros Saberes Section, Latin American Studies Association (LASA)
- 2014-2015 Co-chair, Otros Saberes Program Track, Latin American Studies Association (LASA)
- 2012- Chair, Host Committee, Native American and Indigenous Studies Association Annual (NAISA) Meetings 2014.
- 2012 Chair, OXFAM/Martin Diskin Award Committee, Latin American Studies Association (LASA)
- 2011-2012 Chair, Section on Ethnicity, Race, and Indigenous People, Latin American Studies Association (LASA)
- 2009-2011 Council Member, Section on Ethnicity, Race, and Indigenous People, Latin American Studies Association
- 2008–2011 Committee on Human Rights, American Anthropological Association
- 2008 -2011 Task Force on Indigenous Peoples, Committee on Human Rights, American Anthropological Association
- 2005 Nominations Committee, Latin American Studies Association



Promotion cases reviewed:

Tenure:

2015 Audra Simpson, Colombia University

2018 Margaret Bruchac, University of Pennsylvania

Book manuscripts reviewed:

2019 Del Valle Escalante, Emilio, ed. *Global Indigeneity and Decolonization. Theory, Praxis and Liberation*. Reviewed for Duke University Press (double review)

2019 Das Gupta, Monisha. *Settling Migration: Migrant Organizing in an Era of Deportation and Dispossession*. Reviewed for Duke University Press.

2017 Kirsch, Stuart. *Engaged Anthropology: Politics Beyond the Text*. Reviewed for University of California Press.

2016 Seider, Rachel, ed. *Demanding Justice and Security: Indigenous Women and Legal Pluralities in Latin America*. Reviewed for Rutgers University Press.

2015 Hernández Castillo, R. Aída. *Multiple Injustices: Indigenous Women and Legal Pluralism in Latin America*. Reviewed for University of Arizona Press.

2014 Goldstein, Daniel. *Owners of the Sidewalk: Selling and Surviving on the Fringes of the Global Economy*. Reviewed for Duke University Press.

2012 Kohler, Axel, Xochitl Leyva Solano, Xuno Lopez Intzin and Damian G. Martinez Martinez. *Sjalel Kibeltik, Sts isjel ja Kechtiki, Tejiendo nuestras raices (version tseltal-espanol)*. Reviewed for Duke University Press.

2007 Mosknes, Heidi. *Maya Exodus: Indigenous Struggle for Citizenship in Chiapas*. Reviewed for University of Oklahoma Press.

2007 Goodale, Mark. *Dilemmas of Modernity*. Reviewed for Stanford University Press.

2006 Postero, Nancy. *Post Multicultural Citizenship: Indigenous Politics in Bolivia*. Reviewed for Stanford University Press



## **SERVICE TO THE COMMUNITY**

- 2019- Advisory Boardmember, Comunidades Indigenas en Liderazgo (CIELO)
- 2018- Chair, Chickasaw Citizen Connection, Los Angeles
- 2018- Indigenous Education Community Coalition
- 2017- Advisory Board Member Andrew W. Mellon Opportunity for Diversity in Conservation
- 2016-2017 Community Coalition for the Elimination of Columbus Day/Establishment of Indigenous Peoples Day
- 2014-2016 Vice Chair, Chickasaw Community Council of Central Texas
- 2011-2016 Development and Fundraising Council, Great Promise for American Indians, Austin, Texas.
- 2010 -2014 Secretary of the Board of Directors, Chickasaw Community Council of Central Texas.
- 2009-2016 Lavender Circle, Alma de Mujer – Indigenous Women’s Network, Austin Texas.
- 2007-2010 At-Large Board Member, Board of Directors, Chickasaw Community Council of Central Texas.
- 2007-2015 Academic Advisory Committee, Construction Industry Project, Workers Defense Project, Austin.
- 2006-2008 Advisory Board member, documentary film *To Be Dust In Our Land*, Bogotá, Colombia.
- 1998-2007 Advisor and Project Director, Red de Defensores Comunitarios por los Derechos Humanos, Chiapas, México.
- 1996–1998 Director, Global Exchange-Chiapas, San Cristóbal de Las Casas, México.

## **PROFESSIONAL ORGANIZATIONS**

Native American and Indigenous Studies Association (NAISA)  
 Abya Yala Working Group

Latin American Studies Association (LASA)  
 Otros Saberes (Chair 2015-2016)  
 Law and Society in Latin America  
 Gender and Feminist Studies  
 Ethnicity, Race and Indigenous Peoples (Chair 2010-2011)  
 Mexico Section

American Anthropological Association (AAA)  
Association of Feminist Anthropology  
Association for Political and Legal Anthropology  
Society for Latin American and Caribbean Anthropology  
Association of Indigenous Anthropologists

National Women's Studies Association

# **Appendix I: Nelson Report on American Indian Studies**

{REVISED 2 October 2018}

# A Guide to Native American Studies Programs in the United States and Canada

**Robert M. Nelson, Editor**

Some years ago, in the Fall of 1993, the Association for the Study of American Literatures published a 30-page guide to Native American Studies programs in the U.S., compiled and edited by former ASAIL President Franchot Ballinger. This new *Guide to Native American Studies Programs in the United States and Canada* represents an attempt to update and expand upon Professor Ballinger's pioneering work. In accordance with a 1995 ASAIL resolution, it is being published in electronic form so as to be available not only to ASAIL members but also to non-members, compliments of the Association.

I wish to take this opportunity to acknowledge the invaluable assistance of two *SAIL* Editorial Assistants, Amy Davidson (1995-96) and Corrie Anderson (1996-97), who in addition to their other duties put in many hours of overtime gathering and regathering, collating and recollating information from a variety of sources including questionnaires, follow-up letters and phone calls, and worldwide websites. Thanks also to Karen Strom at University of Massachusetts, who read the final draft of this guide and provided or corrected many of the URL addresses for program websites.

Our dream was to provide a comprehensive survey of U.S. and Canadian Native American Studies programs being offered as majors, minors, and certifications at the baccalaureate level or above, using (with some slight modifications and additions) Professor Ballinger's earlier categories of information on each program. And although we have made a considerable effort to locate, contact, and acquire information about Native American Studies programs (by whatever title: Native American Studies, Indigenous Studies, and American Indian Studies are the most common designations, though there are others) at all North American baccalaureate-granting institutions, readers should keep in mind that the *Guide* is probably incomplete. There are a number of reasons for this, and I'd point to two in particular. First, several programs that we located declined to provide information; in those cases we have elected not to list that school or that program. Exceptions to this rule are programs having substantial www sites; in these

cases we have attempted to construct full or partial entries from information made available at those sites. Second, we suspect that we did not succeed in locating all the existing programs. It is thus possible, even likely, that several substantial programs were never contacted by us in the first place.

We are working on ways to correct these problems in order to increase the accuracy and comprehensiveness of this electronic version of the guide. Because this website can be conveniently upgraded more frequently than a print guide, it has the potential to become the most reliable source of such information available anywhere, anytime, to everyone. For these reasons, I am hoping that anyone who knows of a program that is not represented in this publication, or who knows of any inaccuracies herein, will contact me at [rmnelson@richmond.edu](mailto:rmnelson@richmond.edu) or fill out the [survey form](#) we have designed for this purpose, to let us know about any errors, omissions, or updates in Native Studies programs being offered in North America at the baccalaureate level or higher.

(A note on alphabetization: consistent with *PMLA* Directory style, for purposes of ordering entries alphabetically we have ignored "University of" and "College of" openers to names of institutions, with the exception that "State University of New York" entries have been entered as though they were "SUNY" followed by local campus designation.)

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## Native American Studies Programs by Region ☐

### Eastern U.S.

**CT:** [U of Connecticut](#)

**FL:** [U of Florida](#)

**GA:** [U of Georgia](#)

[Valdosta S U](#)

**MA:** [Amherst C](#)

[U of Massachusetts](#)

[Hampshire College](#)

[Mount Holyoke C](#)

[Smith C](#)

**ME:** [U of Maine](#)

**NH:** [Dartmouth C](#)

**NY:** [Colgate U](#)

[Cornell U](#)

[St. Lawrence U](#)

[SUNY at Cortland](#)

[SUNY at Fredonia](#)

[SUNY, C at Oswego](#)

[SUNY at Potsdam](#)

[Syracuse U](#)

**NC:** [UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[UNC-Wilmington](#)

[North Carolina S U](#)

### Northcentral U.S.

**IL:** [U of Illinois Urbana-Champaign](#)

[Illinois S U](#)

[Southern Illinois U-Carbondale](#)

[Southern Illinois U Edwardsville](#)

**IN:** [Indiana U](#)

[Indiana U--Purdue U Fort Wayne](#)

[Indiana U--Purdue U Indianapolis](#)

[Purdue U](#)

**IA:** [U of Iowa](#)

[Iowa SU](#)

**KS:** [Haskell Indian Nations U](#)

[U of Kansas](#)

**KY:** [Northern Kentucky U](#)

**MI:** [Central Michigan U](#)

[U of Michigan](#)

[Michigan S U](#)

[Northern Michigan U](#)

**MN:** [Augsburg U](#)

[Bemidji S U](#)

[C of St. Scholastica](#)

[U of Minnesota Duluth](#)

[U Minnesota Morris](#)

[U of Minnesota, Twin Cities](#)

### Western U.S.

**AK:** [U of Alaska, Fairbanks](#)

**AZ:** [U of Arizona](#)

[Arizona State U](#)

[Northern Arizona U](#)

**CA:** [U of California, Berkeley](#)

[U of California, Davis](#)

[U of California, Los Angeles](#)

[U of California, Riverside](#)

[C S U, Chico](#)

[C S U, East Bay](#)

[C S U, Long Beach](#)

[C S U, Northridge](#)

[C S U, Sacramento](#)

[C S U, San Marcos](#)

[Humboldt S U](#)

[San Diego S U](#)

[San Francisco S U](#)

[Stanford U](#)

**CO:** [U of Colorado, Boulder](#)

[Fort Lewis C](#)

**HI:** [U of Hawai'i at Hilo](#)

[U of Hawai'i at Mānoa](#)

**ID:** [U of Idaho](#)

[Western Carolina U](#)  
**PA:** [U of Pennsylvania](#)  
**VA:** [George Mason U](#)  
[Virginia Tech](#)  
**WV:** [West Virginia U](#)

#### **Southcentral U.S.**

**OK:** [East Central U](#)  
[Northeastern S U](#)  
[U of Oklahoma](#)  
[Oklahoma S U](#)  
[Southeastern Oklahoma S U](#)  
**TX:** [U Texas, Austin](#)

[Minnesota S U](#)  
[St. Cloud State U](#)  
[Southwest Minnesota S U](#)  
**MO:** [Missouri S U](#)  
**NE:** [U of Nebraska, Lincoln](#)  
[U of Nebraska at Omaha](#)  
**ND:** [Minot S U](#)  
[U of North Dakota](#)  
[Nueta Hidatsa Sahnish C](#)  
[Sitting Bull C](#)  
**OH:** [Ohio S U](#)  
**SD:** [Black Hills S U](#)  
[Oglala Lakota C](#)  
[U of South Dakota](#)  
[South Dakota S U](#)  
**WI:** [Northland C](#)  
[U of Wisconsin, Eau Claire](#)  
[U of Wisconsin Green Bay](#)  
[U of Wisconsin, Madison](#)  
[U of Wisconsin, Milwaukee](#)  
[U of Wisconsin - Stevens Point](#)  
[U of Wisconsin - Superior](#)

[Idaho State U](#)  
**MT:** [Montana S U-Bozeman](#)  
[Montana S U Billings](#)  
[Montana S U Northern](#)  
[U of Montana](#)  
**NV:** [U of Nevada - Las Vegas](#)  
**NM:** [Inst of American Indian Arts](#)  
[Navajo Technical U](#)  
[U of New Mexico](#)  
[New Mexico S U](#)  
**OR:** [U of Oregon](#)  
[Portland S U](#)  
[Southern Oregon U](#)  
**UT:** [Brigham Young U](#)  
**WA:** [Central Washington U](#)  
[Eastern Washington U](#)  
[The Evergreen S C](#)  
[Northwest Indian C](#)  
[U of Washington](#)  
**WY:** [U of Wyoming](#)

#### **Canada**

**AB:** [U of Alberta](#)  
[Athabasca U](#)  
[U of Calgary](#)  
[U of Lethbridge](#)  
**BC:** [U of British Columbia](#)  
[U of British Columbia - Okanagan](#)  
[U of Northern British Columbia](#)  
[Simon Fraser U](#)  
[Vancouver Island U](#)  
[U of Victoria](#)  
**MN:** [Brandon U](#)  
[U of Manitoba](#)  
[U of Winnipeg](#)  
**NB:** [St Thomas U](#)  
**NS:** [Cape Breton U](#)

**ON:** [Algoma U](#)  
[Lakehead U](#)  
 Laurentian U: *see* U of Sudbury  
[McMaster U](#)  
[U of Sudbury](#)  
[U of Toronto](#)  
[Trent U](#)  
[U of Western Ontario](#)  
[U of Ottawa](#)  
[Queen's U](#)  
[York U](#)  
**SK:** U of Regina: *see* First Nations U  
[U of Saskatchewan](#)  
[First Nations U of Canada](#) (formerly SIFC)  
**QC:** [Bishop's U](#)  
[Concordia U](#)  
[U Laval](#)  
[U Montréal](#)

## Degrees, Certifications, etc. Granted

### Ph.D., M.A.

[U of Alaska](#) (M.A. in Rural Development; M.A. in Cross-Cultural Studies; Ph.D. in Indigenous Studies )

[U of Alberta](#) (Ph.D., M.A.)

[U of Arizona](#) (Ph.D., M.A.)

[Arizona State U](#) (M.S.)

[U of British Columbia - Okanagan](#) (Ph.D., M.A.)

[U of California, Berkeley](#) (Ph.D. w/ concentration in N.A. Studies)

[U of California, Davis](#) (M.A., Ph.D., D.E.)

[U of California, Los Angeles](#) (M.A.)

[U of California, Riverside](#) (major or minor Ph.D. fields)

[U of California, Santa Barbara](#) (terminal MA, MA/PhD, PhD)

[U of Colorado, Boulder](#) (Ph.D. in Comparative Ethnic Studies)

[Cornell U](#) (Graduate Minor in American Indian Studies)

[The Evergreen State C](#) (M.A. in Environmental Studies, Teaching)

[First Nations U of Canada](#) (Special Case M.A.)

[U of Hawai'i at Hilo](#) (M.A. in Hawaiian Language and Literature; M.A. in Indigenous Language and Culture Education; Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization)

[U of Hawai'i at Mānoa](#) (M.A.)

[U of Illinois at Urbana-Champaign](#) (Graduate Minor in American Indian and Indigenous Studies)

[Indiana U](#) (Ph.D. minor)

[U of Kansas](#) (M.A., graduate certificate in Indigenous Studies; Joint M.A./J.D. program through the KU Law School)

[U of Lethbridge](#) (Special Case Masters)

[U Manitoba](#) (M.A., Ph.D.)

[U of Massachusetts](#) (certificate)

[U of Michigan](#) (Ph.D. in American Studies w/focus in Native American Studies)

[Michigan S U](#) (graduate affiliation)

[U of Minnesota Duluth](#) (Master of Tribal Administration and Governance)

[Minnesota S U - Mankato](#) (certificate)

[Montana S U](#) - Bozeman (M.A.; On-line Graduate Certificate in Native American Studies)

[U de Montreal](#) (graduate diploma)

[U of Nebraska at Omaha](#) (M.A. w/ NA emphasis; graduate minor)

[U of New Mexico](#) (M.A.)

[New Mexico S U](#) (graduate minor)

[U of Northern British Columbia](#) (M.A.)

[U of Oklahoma](#) (M.A.)

[U Saskatchewan](#) (M.A., special case Ph.D.)

[U of South Dakota](#) (M.A. in Interdisciplinary Studies)

[Trent U](#) (Ph.D. , M.A.)

[U of Victoria](#) (M.A.; Ph.D.)

[Western Carolina U](#) (M.A. in History, Cherokee Studies Track)

[U of Winnipeg](#) (M.A.)

[U of Wyoming](#) (Ph.D. w/ minor in American Indian Studies)

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### Baccalaureate Major

[U of Alaska, Fairbanks](#)

[U of Alberta](#)

[Algoma U](#)

[U of Arizona](#)

[Arizona State U](#)

[Augsburg U](#)

[Bemidji State U](#)

[Black Hills State U](#)

[Brandon U](#)

[U of British Columbia](#)

[U of British Columbia - Okanagan](#)

[U Calgary](#)

[U of California, Berkeley](#)

[U of California, Davis](#)

[U of California, Riverside](#)

[Cape Breton U](#)

[Colgate U](#)

[Concordia U](#)

[Dartmouth C](#)

[East Central U](#)

[The Evergreen State](#)

[First Nations U of Canada](#)

[Fort Lewis C](#)

[Haskell Indian Nations U](#)

[U of Hawai'i at Hilo](#)

[U of Hawai'i at Mānoa](#)

[Humboldt State U](#)

[Inst of American Indian Arts](#)

[Lakehead U](#)

[Laurentian U](#)

[U of Lethbridge](#)

[U of Manitoba](#)

[McMaster U](#)

[U of Minnesota Duluth](#)

[U Minnesota Morris](#)

[U of Minnesota, Twin Cities](#)

[Minnesota S U - Mankato](#)

[U of Montana](#)

[Montana State U - Northern](#)

[Navajo Technical U](#)

[U of Nebraska, Lincoln](#)

[U of New Mexico](#)

[UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[U of North Dakota](#)

[Northeastern State U](#)

[Northern Arizona U](#)

[U of Northern British Columbia](#)

[Northern Michigan U](#)

[Northland C](#)

[Northwest Indian C](#)

[Nueta Hidatsa Sahnish C](#)

[Oglala Lakota C](#)

[U of Oklahoma](#)

[U of Ottawa](#)

[Portland S U](#)

[St Thomas U](#)

[U of Saskatchewan](#)

[Simon Fraser U](#)

[Sitting Bull C](#)

[U of South Dakota](#)

[South Dakota S U](#)

[Stanford U](#)

[U of Sudbury](#)

[Trent U](#)

[Vancouver Island U](#)

[U of Washington](#)

[U of Western Ontario](#)

[U of Winnipeg](#)

[U of Wisconsin, Eau Claire](#)

[U of Wisconsin Green Bay](#)

[U of Wisconsin, Milwaukee](#)

[U of Wyoming](#)

[York U](#)



**Baccalaureate Minor**

<a href="#"><u>U of Alaska, Fairbanks</u></a>	<a href="#"><u>U de Montréal</u></a>
<a href="#"><u>U of Arizona</u></a>	<a href="#"><u>U of Nebraska, Lincoln</u></a>
<a href="#"><u>Bemidji State U</u></a>	<a href="#"><u>U of Nebraska at Omaha</u></a>
<a href="#"><u>Bishop's U</u></a>	<a href="#"><u>U of Nevada - Las Vegas</u></a>
<a href="#"><u>Black Hills State U</u></a>	<a href="#"><u>U of New Mexico</u></a>
<a href="#"><u>Brigham Young U</u></a>	<a href="#"><u>New Mexico S U</u></a>
<a href="#"><u>U of California, Davis</u></a>	<a href="#"><u>UNC-Chapel Hill</u></a>
<a href="#"><u>U of California, Los Angeles</u></a>	<a href="#"><u>UNC at Pembroke</u></a>
<a href="#"><u>U of California, Riverside</u></a>	<a href="#"><u>UNC-Wilmington</u></a>
<a href="#"><u>C S U, Chico</u></a>	<a href="#"><u>North Carolina S U</u></a>
<a href="#"><u>C S U, East Bay</u></a>	<a href="#"><u>U of North Dakota</u></a>
<a href="#"><u>C S U, Long Beach</u></a>	<a href="#"><u>Northeastern State U</u></a>
<a href="#"><u>C S U, Northridge</u></a>	<a href="#"><u>Northern Arizona U</u></a>
<a href="#"><u>C S U, Sacramento</u></a>	<a href="#"><u>Northern Kentucky U</u></a>
<a href="#"><u>C S U, San Marcos</u></a>	<a href="#"><u>Northern Michigan U</u></a>
<a href="#"><u>Cape Breton U</u></a>	<a href="#"><u>Northland C</u></a>
<a href="#"><u>U of British Columbia</u></a>	<a href="#"><u>Ohio State U</u></a>
<a href="#"><u>Central Washington U</u></a>	<a href="#"><u>U of Oklahoma</u></a>
<a href="#"><u>Colgate U</u></a>	<a href="#"><u>Oklahoma State U</u></a>
<a href="#"><u>U of Colorado, Boulder</u></a>	<a href="#"><u>U of Oregon</u></a>
<a href="#"><u>Concordia U</u></a>	<a href="#"><u>U of Pennsylvania</u></a>
<a href="#"><u>U of Connecticut</u></a>	<a href="#"><u>Portland State U</u></a>
<a href="#"><u>Cornell U</u></a>	<a href="#"><u>Purdue U</u></a>
<a href="#"><u>Dartmouth C</u></a>	<a href="#"><u>Queen's U</u></a>
<a href="#"><u>East Central U</u></a>	<a href="#"><u>St. Cloud State U</u></a>
<a href="#"><u>Eastern Washington U</u></a>	<a href="#"><u>St Lawrence U</u></a>
<a href="#"><u>U of Florida</u></a>	<a href="#"><u>C of St. Scholastica</u></a>
<a href="#"><u>Fort Lewis C</u></a>	<a href="#"><u>San Diego State U</u></a>
<a href="#"><u>George Mason U</u></a>	<a href="#"><u>San Francisco State U</u></a>
<a href="#"><u>U of Hawai'i at Hilo</u></a>	<a href="#"><u>Simon Fraser U</u></a>
<a href="#"><u>Humboldt State U</u></a>	<a href="#"><u>U of South Dakota</u></a>
<a href="#"><u>U of Idaho</u></a>	<a href="#"><u>South Dakota S U</u></a>
<a href="#"><u>Idaho S U</u></a>	<a href="#"><u>Southeastern Oklahoma S U</u></a>
<a href="#"><u>U of Illinois at Urbana-Champaign</u></a>	<a href="#"><u>Southern Illinois U-Carbondale</u></a>
<a href="#"><u>Illinois S U</u></a>	<a href="#"><u>Southern Illinois U Edwardsville</u></a>
<a href="#"><u>Indiana U</u></a>	<a href="#"><u>Southern Oregon U</u></a>
<a href="#"><u>Indiana U– Purdue U Indianapolis</u></a>	<a href="#"><u>Southwest Minnesota S U</u></a>
<a href="#"><u>Inst of American Indian Arts</u></a>	<a href="#"><u>Stanford U</u></a>
<a href="#"><u>Iowa SU</u></a>	<a href="#"><u>SUNY at Cortland</u></a>
<a href="#"><u>U of Iowa</u></a>	<a href="#"><u>SUNY at Fredonia</u></a>
<a href="#"><u>U of Kansas</u></a>	<a href="#"><u>SUNY, C at Oswego</u></a>
<a href="#"><u>Lakehead U</u></a>	<a href="#"><u>SUNY at Potsdam</u></a>
<a href="#"><u>U of Maine</u></a>	<a href="#"><u>Syracuse U</u></a>
<a href="#"><u>U Manitoba</u></a>	<a href="#"><u>U of Toronto</u></a>

[McMaster U](#)  
[U of Michigan](#)  
[U of Minnesota Duluth](#)  
[U Minnesota Morris](#)  
[U of Minnesota, Twin Cities](#)  
[Minnesota S U](#)  
[Minot S U](#)  
[Missouri S U](#)  
[U of Montana](#)  
[Montana State U](#)  
[Montana S U Billings](#)  
[Montana S U Northern](#)

[Virginia Tech](#)  
[U of Washington](#)  
[West Virginia U](#)  
[Western Carolina U](#)  
[U of Western Ontario](#)  
[U of Wisconsin, Eau Claire](#)  
[U of Wisconsin Green Bay](#)  
[U of Wisconsin - Stevens Point](#)  
[U of Wisconsin, Superior](#)  
[U of Wyoming](#)  
[York U](#)

**concentration etc.**

[Arizona State U](#) (Certificates in Politics and Global Studies and Nonprofit Leadership & Management)

[Athabasca U](#)

[Black Hills State U](#) (concentration in Lakota Culture)

[C S U, Hayward](#) (option)

[C S U, Long Beach](#) (certificate)

[C S U, Sacramento](#)

[Cape Breton U](#)

[Central Michigan U](#) (certificate)

[Colgate U](#)

[Cornell U](#)

[Five Colleges](#) (certificate)

[U of Florida](#) (concentration)

[George Washington U](#) (Interdisciplinary Minor)

[U of Georgia](#) (undergraduate and graduate certificates)

[Indiana U–Purdue U Fort Wayne](#) (Certificate)

[U of Iowa](#) (undergraduate and graduate certificates)

[Iowa SU](#) (Interdisciplinary Major)

[Laurentian U](#) (Pre-Law Certificate)

[U Laval](#) (certificate)

[U of Massachusetts](#)

[Michigan S U](#) (Specialization)

[Minot S U](#)

[Montana S U Billings](#) (BSLS w/concentration)

[U of New Mexico](#) (Interdisciplinary Specialization)

[UNC-Chapel Hill](#)

[UNC at Pembroke](#)

[Northern Arizona U](#) (certificate)

[U of Northern British Columbia](#)

[Southern Oregon U](#) (certificate)

[U of Texas, Austin](#) (certificate)

[U of Washington](#) (B.A. Anthropology w/ emphasis in AIS)

[Western Carolina U](#) (graduate certificate in Cherokee Studies)

[U of Wisconsin, Madison](#) (certificate)

[U of Wisconsin, Milwaukee](#) (certificate)

[York U](#) (certificate)

## University of Alaska, Fairbanks

**title of program:** Alaska Native Studies and Rural Development

- 1736 Tanana Loop, Brooks Bldg. Suite #315, PO Box 756500, Fairbanks AK 99775; (907) 474-6528 or Toll-Free 1-866-478-2721
- <http://www.uaf.edu/dansrd/>
- [fydanrd@uaf.edu](mailto:fydanrd@uaf.edu)

**name\title of head\director:** Charlene Stern and Jennifer Carroll, Co-chairs

**degrees granted:** B.A. (major and minor) in Alaska Natives Studies; B.A. and M.A. (major and graduate level) in Rural Development

**description of program offerings:** **Rural Development** degree programs are designed to educate a new generation of community leaders for rural Alaska. The BA degree can be earned either on the Fairbanks campus or through distance delivery. Special application requirements and deadlines apply for distance BA degree programs. Students in the rural development program gain a broad understanding of Alaska's relationship to the global economy and an appreciation for sustainable development strategies. Students also learn specific tools essential for community leadership, including business plan and grant proposal writing, community visioning and planning processes, computer business applications, project management, and evaluation techniques. Graduates typically take positions with tribal and municipal governments, fisheries, tourism and other private businesses, Native corporations, regional health corporations or nonprofits, and state/federal agencies.

**Alaska Native Studies** provides students with an awareness of the scope, richness and variety of Alaska Native cultures. It offers a series of critical perspectives on the contemporary Native experience in North American society. The BA degree can be earned on the Fairbanks campus or through distance delivery. The Alaska Native studies BA prepares students to appreciate historical and contemporary cultural dynamics. The department also welcomes students pursuing a second major or a minor. It encourages students who expect to be involved professionally in Alaska Native communities or other multicultural settings to pursue this degree.

**areas of faculty interest\expertise:** Native education, tribal political organization, social change, oral and written literatures, Native dance and drama, federal Indian law, Indigenous research, leadership development, community planning.

**resources available:** In addition to having a high number of Native students, the University is close to tribal groups, owns an extensive collection of audio tapes, is a center of major contemporary political and cultural activities, provides Native dance classes, an Elder-In-Residence program, and the annual Festival of Native Arts featuring Native dance and theater.

**financial aid available to students:** Aid is available through UAF Financial Aid Office rather than through the department.

**number of students in program:** 8 majors, 15 minors.

**distance learning:** yes: visit [www.uaf.edu/rural/](http://www.uaf.edu/rural/) or call 907-474-7143.

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**title of program:** Cross-Cultural Studies and Indigenous Studies

- Center for Cross-Cultural Studies, 201 Eielson, P.O. Box 756730, Fairbanks, AK 99775-6730; (907) 474-1902
- <http://www.uaf.edu/cxcs/>
- [uaf-cxcs@alaska.edu](mailto:uaf-cxcs@alaska.edu)

**name\title of head\director:** Dr. Michael Koskey, Department Chair

**degree(s) granted:** M.A. in Cross-Cultural Studies; Ph.D. in Indigenous Studies

**description of program offerings:** The **Master of Arts in Cross-Cultural Studies** with an emphasis on Indigenous Knowledge Systems is designed to provide graduate students from various fields of interest an opportunity to pursue in-depth study of the role and contributions of Indigenous knowledge in the contemporary world. Students are expected to demonstrate the ability to work effectively with Indigenous people in their studies.

The joint **Ph.D. program in Indigenous Studies** is sponsored by the UAF Graduate School in collaboration with the College of Liberal Arts, School of Education, and College of Rural and Community Development. The program draws and builds upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students complete, coupled with five thematic specialty areas from which students choose a concentration: [Indigenous Studies/Research](#); [Indigenous Knowledge Systems](#); [Indigenous Education/Pedagogy](#); [Indigenous Languages](#); [Indigenous Leadership](#); and Indigenous Sustainability.

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. They are encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the Interdisciplinary Ph.D. model of academic assignment, student's home base will be in the School or College of their major advisor, who also serves as an affiliate faculty for the program.

In collaboration with the graduate committee, each student develops a program of coursework and research that produces a unique intellectual contribution to the applied fields associated with Indigenous Studies. Students elect to focus on one of the five thematic specialty areas or they may choose in collaboration with their graduate committee to draw on multiple themes to develop their own areas of study and dissertation research.

**areas of faculty interest\expertise:** Indigenous Research, Indigenous Knowledge Systems, Indigenous Education/Pedagogy, Indigenous Languages, Indigenous Leadership, Indigenous Sustainability.

**resources available:** [information not provided]

**financial aid available to students:** No.

**number of students in program:** 35

**distance learning:** Some ANS courses are offered through distance delivery. See The Center for Distance Education ([www.uaf.edu/educ/distance/center.html](http://www.uaf.edu/educ/distance/center.html)), College of Rural and Community Development ([www.alaska.edu/rural](http://www.alaska.edu/rural)), and the Center for Cross Cultural Studies ([www.uaf.edu/cxcs](http://www.uaf.edu/cxcs)). The Department also supports a M.A. in Cross-cultural Studies which is delivered primarily through Distance Education: see <http://www.uaf.edu/cxcs/masters.html>.

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## University of Alberta

**title of program:** Faculty of Native Studies

- 2-31 Pembina Hall, Edmonton, AB T6G 2H8; (780) 492-2991, fax (780) 492-0527
- <http://www.ualberta.ca/native-studies>
- [nativestudies@ualberta.ca](mailto:nativestudies@ualberta.ca)

**name\title of head\director:** Dr. Chris Andersen, Dean

**degrees granted:** Ph.D. in Indigenous Studies; M.A. Native Studies; B.A. in Native Studies; B.A. (Native Studies) / B.Ed. Five-Year Combined Degree Program (Elementary/Secondary Routes); Bachelor of Science in Environmental Conservation Sciences/Combined degree; Certificate in Aboriginal Governance and Partnership; Certificate in Aboriginal Recreation and Sport.

**description of program offerings:** Cree Languages, Historical and Contemporary Perspectives in Native Studies, Aboriginal Governments and Politics, Treaties and Land Claims, Aboriginal Economic Development, Oral Traditions, Native Art, Perspectives on Aboriginal Health and Well-Being, Native Land Use, Métis Politics, Research Methods, Urban Aboriginal Issues and Identities, Aboriginal people and the Canadian state and law.

**areas of faculty interest\expertise:** Aboriginal Governance; Indian treaties in Canada, Northwest and Yukon territories, Fort Chipewyan, Blackfoot, Cree, women in Native history, Canadian history and politics, post-1870 historical geographies of Aboriginal people, justice issues and Métis history.

**resources available:** Native Studies Student Association, Native Studies Alumni Association, Strynadka/Brady Reading Room.

**financial aid available to students:** (780) 492-3483; students may also contact the Aboriginal Student Services Centre at (780) 492-5677 for information.

**number of students in program:** 208 undergraduates and 15 graduates for 2017/2018.

**distance learning:** Indigenous Canada MOOC <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada>

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## Algoma University

**title of program:** Anishinaabemowin (Ojibwe Language degree)

- Algoma University, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4; (705) 949-2301, fax (705) 949-2301
- [www.algomau.ca](http://www.algomau.ca)

**name\title of head\director:** Patricia Nadeau, Department Chair Designate

**degree(s) granted:** 3 year B.A.

**description of program offerings:** Study of the Ojibwe language in the Great Lakes Region.

**areas of faculty interest\expertise:** Fluent Ojibwe language speaker.

**resources available:** Anishinaabe Initiatives Division of Algoma University with four staff: Director of Anishinaabe Student Success, Anishinaabe Student Advisor, Anishinaabe Events Coordinator and Anishinaabe Outreach Officer.

**financial aid available to students:** Ontario Student Assistance Program (OSAP)

**number of students in program:** 20 students

**distance learning:** no

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## Amherst College

[See listing for [Five Colleges, Inc.](#)]

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## University of Arizona

**title of program:** American Indian Studies

- PO Box 210076, Harvill 218, Tucson AZ 85721-0076; (520)621-7108
- <http://www.ais.arizona.edu/>

**name\title of head\director:** Benedict Colombi, Interim Head

**degrees granted:** B.A. (Major and Minor), M.A., Ph.D., Ph.D. minor, J.D./M.A. concurrent degree in Law and American Indian Studies, 3 graduate certificates (Native Nation Building, American Indian Higher Education, and Administration and Management of American Indian Natural Resources)

**description of program offerings:** We offer a full complement of coursework leading to an undergraduate major (B.A.) and minor and several graduate degrees: a master of arts (M.A.); a joint M.A. and law (JD); and the doctorate (Ph.D.) including AIS as a minor area of concentration for other UA Ph.D. degrees. We have five specializations within our curriculum -- Education, Law and Policy, Literature, Natural Resources Management, and Societies and Culture -- that are supported with coursework and research programs.

**areas of faculty interest\expertise:** We have 40 world-class faculty with various levels of assignments and interactions with AIS, including 8 that are fully or partially funded by AIS and/or other departments such as Anthropology, Education, English, Family and Community Medicine, History, Law, Linguistics, Natural Resources, Sociology, the Udall Center for Public Policy and its Native Nations Institute -- and our collaborations keep growing.

**resources available:** Native student centers: Native American Student Affairs; American Indian Graduate Center. Clubs: American Indian Studies Graduate Student Council; Native American Law Student Association; AISES (American Indian Science and Engineering Society); Indigicat Student Association; Alpha Pi Omega Sorority; American Indian & Indigenous Health Alliance; American Indian Alumni Association; Tohono O'odham Student Association.

**financial aid available to students:** Graduate Teaching Assistantships and Waivers available.

**number of students in program:** 24 graduate students

**distance learning:** [information not provided]

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## Arizona State University

**title of program:** American Indian Studies Program

- American Indian Studies, PO Box 874603, Arizona State University, Tempe AZ 85287-4603; 480-965-3634
- <http://americanindian.clas.asu.edu/>
- <https://www.facebook.com/ASU-American-Indian-Studies-108014949324039/>
- [ais@asu.edu](mailto:ais@asu.edu)

**name\title of head\director:** James Riding In (Pawnee), Interim Director and Associate Professor of American Indian Studies



**degree(s) granted:** B.S., M.S, and Certificates in Politics and Global Studies and Nonprofit Leadership & Management; Concurrent M.S. degree in Public Affairs

**description of program offerings:** The American Indian Studies program emphasizes American Indian sovereignty; indigenusness; the intellectual and applied study of federal Indian law and policy; nation building and economic development; and arts, languages, and cultures. Our courses are offered by full-time and part-time AIS faculty members, all of whom are citizens of American Indian nations: Myla Vicenti Carpio (Jicarilla Apache, Laguna, Isleta), David Martinez (Gila River O'odham), Mary Eunice Romero-Little (Cochiti Pueblo), Michelle Hale (Navajo, Laguna, Ottawa), Leo Killsback (Northern Cheyenne), Tennille Marley (White Mountain Apache), Cheryl Louise Bennett (Navajo, Comanche), Jolyana Begay (Navajo).

**areas of faculty interest\expertise:** Sovereignty, law and policy, crime and justice, race and stereotypes, histories, cultures, repatriation, colonization/decolonization, Indigenous/human rights, religious freedom, sacred places protection, leadership, films and popular culture, health, gender and sexuality, urban Indians, intellectualism, social movements, Critical Race Theory, Indigenous languages, language revitalization, Navajo language, higher education and administration, and traditional epistemologies and philosophies.

**resources available:** *Wicazo Sa Review: A Journal of Native American Studies*, *Red Ink*, American Indian Student Support Services, American Indian Policy Institute, Center for Indian Education, Indian Legal Program, Labriola National American Indian Data Center; American Indian Council, American Indian Science and Engineering Society, American Indian Graduate Student Association, American Indian Social Work, American Indian Studies Student Organization, Dine Language Club, Native American Business Organization, Native American Law Student Organization, American Indian Students United for Nursing, Inter Tribal Council of Arizona. Arizona State University is centrally located in a state with twenty-two distinct Indian nations.

**financial aid available to students:** [Information not provided.]

**number of students in program:** Approximately 100; 50 Majors, 15 Minors, 25 graduate students; 95 B.S. graduates, 14 M.S. graduates to date.

**distance learning:** Online undergraduate courses offered during the fall, spring, and summer semesters.

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## Athabasca University

**title of program:** Centre for World Indigenous Knowledge and Research

- Athabasca University, Centre for World Indigenous Knowledge & Research, 1 University Drive, Athabasca, AB T9S 3A3; (780) 428-2064

- <http://www.athabasca.ca/indigenous>
- [indigenous@athabasca.ca](mailto:indigenous@athabasca.ca)

**name\title of head\director:** Priscilla Campeau, Chair

**degree(s) granted:** Bachelor of Management - Indigenous Nations and Organizations (major), Bachelor of Management - Indigenous Nations and Organizations (major, Post-diploma)

**description of program offerings:** Our aim is to foster the intellectual growth of our students through quality post-secondary education that is determined by the philosophies and values of Indigenous peoples.

**areas of faculty interest\expertise:** Indigenous Governance, Indigenous Studies, Indigenous Management, Indigenous Law

**resources available:** Website resource library, student support, community services, centre, scholarships/bursaries and students association.

**financial aid available to students:** Bursaries and Scholarships.

**number of students in program:** We have an ongoing registration throughout the year. Athabasca University serves over 38,000 students. We offer over 900 courses in more than 90 undergraduate and graduate programs

**distance learning:** Athabasca University is Canada's leading distance education and online university. Our delivery modes are individualized study, online study and grouped study. You may take our courses and programs regardless of location. For undergraduate individualized study courses, there are no admission deadlines; students may enroll year-round. The only admission requirement is 16 years of age regardless of your previous education. Athabasca University is an accredited degree-granting institution. You can complete a program or take a course(s) which may be transferred to most other post secondary institutions.

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## Augsburg University

**title of program:** American Indian Studies

- Dept of American Indian Studies, Augsburg College, Campus Box 115, 2211 Riverside Ave, Minneapolis MN 55454
- <http://www.augsburg.edu/ais>

**name\title of head\director:** Dr. Eric Buffalohead, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** American Indian Studies is a major that gives students the opportunity to learn about the original, indigenous cultures of North America. Students will be provided with a multidisciplinary understanding of the history and present situation of American Indians. The program emphasizes the interrelations among history, culture, language, literature, the arts, philosophy, religion, political and social forces, and the legal status and sovereignty of American Indians. This course of study exposes students to the richness and beauty of North American Indian cultures.

**areas of faculty interest\expertise:** Hollywood and Indigenous film, Native American Women, Contemporary Issues--local and global, Traditional and Contemporary Art, Literature, History, Storytelling, Religious and Philosophical Thought. As a group, our faculty has worked to provide experiential educational opportunities through travel seminars to central American and across local regions, through internships and applied research for local organizations.

**resources available:** Augsburg Native American Film Series, Native American Writer's Series, Augsburg Indigenous Student Association, American Indian Student Support Program, Storytelling Forum, on-campus speakers, and a growing collection of Native American film, literature, art, history, and cultural texts in our college library.

**financial aid available to students:** Contact Jennifer Simon 612-330-1144  
[simonj@augsborg.edu](mailto:simonj@augsborg.edu)

**number of students in program:** 20

**distance learning:** no

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## Bemidji State University

**title of program:** Indigenous Studies

- Indian Studies Program, 1500 Birchmont Drive NE, Bemidji MN 56601; (218)755-2032
- [https://www.bemidjistate.edu/academics/departments/languages\\_ethnic\\_studies/academic\\_programs/indigenous\\_studies/](https://www.bemidjistate.edu/academics/departments/languages_ethnic_studies/academic_programs/indigenous_studies/)

**name\title of head\director:** Blanca Rivera, Coordinator

**degrees granted:** B.A. in Indian Studies (major and minor); minor in Ojibwe language.

**description of program offerings:** American Indian history, government, and visual arts.

**areas of faculty interest\expertise:** Indigenous Studies.

**resources available:** New building: American Indian Resource Center, The Indian Student Services program, the Council of Indian Students, an AISES chapter, two library collections (the American Indian Bibliography and the NIEA Collection), access to powwows, the Ojibwe Art Expo, and the *Oshkaabewis* Native Journal. BSU is located at the center of three reservations: White Earth, Red Lake, and Leech Lake. Resource people from the reservations are used as teachers and demonstrators. The majority of students at BSU are drawn from these reservations.

**financial aid available to students:** Available, contact: Admissions Office, (218)755-2040.

**number of students in program:** about 200.

**distance learning:** [information not provided]

## Bishop's University

**title of program:** Indigenous Studies

History and Global Studies Department, Bishop's University, 2600 College Street, Sherbrooke Québec J1M 1Z7, Canada; (819) 822-9600, fax 819-822-9661

- <http://www.ubishops.ca/academic-programs/faculty-of-arts-and-science/humanities/history-global-studies/courses-programs/>

**department in which housed:** History and Global Studies

**name\title of head\director:** Dr. Cristian Berco, Chairperson

**degree(s) granted:** Minor

**description of program offerings:** Housed in the department of History, this interdisciplinary minor allows students to explore the world from the perspective of the indigenous peoples of various countries and continents and from within various disciplines. Courses that make up the minor come from history, sociology, environmental studies and geography, religious studies and political studies. The focus of the minor is to allow students to learn about indigenous cultures before, during and after contact with the imperializing forces of Europe. The minor includes courses on North America, Asia, Africa and the Middle East. This minor may be complementary to a degree in International Studies.

**areas of faculty interest\expertise:** Aboriginal and Treaty rights, environmental advocacy

**resources available:** See <http://www.ubishops.ca/future-current-students/>

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Black Hills State University

**title of program:** American Indian Studies

- Center for American Indian Studies, 1200 University, Spearfish SD 57799-9007; (605)642-6578
- <http://www.bhsu.edu/Academics/TheColleges/CollegeofArtsandSciences/DepartmentsandPrograms/HistoryandSocialSciences/AmericanIndianStudies/tabid/909/Default.aspx>

**name\title of head\director:** Dr. Urla Marcus, Director

**degrees granted:** Major and Minor in American Indian Studies; concentration in Lakota Culture.

**description of program offerings:** [See website.]

**areas of faculty interest\expertise:** Lakota Language and Culture, Indian Law, Oral Literature, Contemporary Indian Literature, Contemporary Indian Issues, Indian Women, Indian History.

**resources available:** Library - Case Western Library Collection, Arrow Publications, E.Y. Berry Collection, Emory Lakota Recordings; two student Indian organizations: Lakota Omniciye, AISES.

**financial aid available to students:** Yes.

**number of students in program:** Approximately 20 majors, 50 minors.

**distance learning:** [information not provided]

## Brandon University

**title of program:** Department of Native Studies

- 270 18th Street, Brandon, Manitoba R7A 6A9; (204) 727-9790, fax (204) 726-0473
- <http://www.brandonu.ca/native-studies/>

**name\title of head\director:** Dr. Darrell Racine

**degree(s) granted:** B.A. major and minor

**description of program offerings:** We offer a considerable number of Aboriginal language courses, with an emphasis on Dakota, Cree and Ojibway. Our core areas include Native Philosophy/Indigenous Knowledge Systems, Indigenous Perspectives on Law and Governance, Indigenous Health, as well as Native Literature, Art and Oral Narratives. There is also a Clinical Specialization stream in the Department and a growing Métis Studies emphasis.

**areas of faculty interest\expertise:** Addictions; Aboriginal Health and Wellness; Aboriginal Identity; Indigenous Languages and Linguistics; Genocide and Indigenous Peoples; Indigenous Knowledge Systems; Indigenous Perspectives on Law; Indigenous Research Methodologies; Museology; Native Women and Feminism; Native Philosophy; Natives and the Justice System; Residential Schools; Sovereignty and Self- Government; Treaties and Treaty-Making

**resources available:** We have an Indigenous Peoples' Centre, a ceremonial room, an Aboriginal Students, Council as part of the BU Students' Association, a library with very extensive holdings in the area of Native Studies, the Canadian Journal of Native Studies is published here, and we have a publishing 'house' - Bear Paw Publishing.

**financial aid available to students:** Various scholarships are offered.

**number of students in program:** c. 40 majors and minors

**distance learning:** Yes, and our offerings in this area are growing, with an aim to make a complete online-degree program available.

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## Brigham Young University

**title of program:** Native American Studies

- 2141 JFSB Department of History, Brigham Young University, Provo UT 84602; (801)422-5327.
- <http://history.byu.edu/nas/>

**department in which housed:** Department of History

**name\title of head\director:** Jay Buckley, Director

**degree(s) granted:** B.A. interdisciplinary minor

**description of program offerings:** Core classes in History and English and elective classes in Anthropology, English, History, Humanities, Linguistics, Sociology, and religion.

**areas of faculty interest\expertise:** American West, American Indian literature, American Indian History, Anthropology, Sociology, Northeast and Mississippi Valley, languages: Shoshone, Numic, Salish, Navajo.

**resources available:** Indian communities nearby; Harold A. Cedartree Memorial Pow-Wow (held annually each March) [[https://multicultural.byu.edu/content/byu-cedartree-memorial-competition-pow-wow-E2\\_80\\_93-frequently-asked-questions](https://multicultural.byu.edu/content/byu-cedartree-memorial-competition-pow-wow-E2_80_93-frequently-asked-questions)]; Harold B. Lee Library, one of the top research libraries in the West [<http://www.lib.byu.edu/>]; Multicultural Student Services [<http://multicultural.byu.edu/>]; Native American Outreach Program/Voices of Promise [<http://ce.byu.edu/cw/voices/video.cfm?v=voices-6->]; SOAR (Summer of Academic Refinement) [<https://multicultural.byu.edu/content/soar-information>]; The Eagle's Eye (quarterly publication) [<http://multicultural.byu.edu/eagles-eye>]; Tribe of Many Feathers (campus club) [<http://www.facebook.com#!/group.php?gid=166490512357>].

**financial aid available to students:** Numerous scholarship opportunities; SOAR program; Multicultural Financial Awards, Multicultural Scholarships, and Career Training are available. American Indian Services (<http://www.americanindianservices.org/>) makes educational opportunities possible for qualifying Native American students who otherwise could not afford it. We provide more than 2300 scholarships annually. Students qualify for participation based on academic merit as well as financial need. The Result: Native American graduates who will lead their tribal communities into a hopeful future.

**number of students in program:** c. 50; about 200 Indian students enrolled at BYU.

**distance learning:** not presently available for entire minor.

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## University of British Columbia

**title of program:** First Nations and Indigenous Studies Program

- Buchanan E266, 1866 Main Mall, Vancouver, BC V6T 1Z1; (604) 822-2905, fax (604) 827-5101.
- <http://fnis.arts.ubc.ca>
- [cis.arts@ubc.ca](mailto:cis.arts@ubc.ca)

**name\title of head\director:** Sheryl Lightfoot, Acting Chair

**degree(s) granted:** B.A. major and minor

**description of program offerings:** FNIS is a partner unit in the Institute for Critical Indigenous Studies, an interdisciplinary research hub for innovative and community-directed Indigenous research. Students in FNIS customize their major/minor program through discipline-specific theory, methodologies, and special topics courses along with relevant approved coursework in other academic units. FNIS core curriculum is designed to assist students in integrating their studies around central issues in Indigenous thought, ethical research methods, critical analysis, and engagement with local and global Indigenous contexts and concerns, and towards developing their capacity to complete the capstone fourth-year Research Practicum. The Research Practicum partners students with Indigenous community organizations, with whom students meet to negotiate terms, design projects that address the organization's needs, and assist with project implementation on behalf of the organization. FNIS has also developed a suite of place-based courses that provide learning opportunities for UBC students in partnership with Indigenous communities, such as the Dechinta Centre for Research and Learning in the Northwest Territories; these courses are also available to community-based students for UBC credit.

**areas of faculty interest\expertise:** Core faculty currently have expertise in Indigenous politics, international Indigenous rights movements, literature and media, Indigenous feminisms, geographies, legal traditions, new media, critical theory, and documentary and oral history. Many other forms of expertise are available through interdisciplinary linkages.

**resources available:** FNIS is supported by the Xwi7xwa Library, a branch of the university library with core expertise in Indigenous topics, classifications, and search techniques, as well as the First Nations house of learning, and various programs, staff, and faculty across the university.

**financial aid available to students:** Financial aid is available through university sources.

**number of students in program:** Approximately 450, with about 50 declared majors.

**distance learning:** FNIS has online resources, including Indigenous Foundations (<http://indigenousfoundations.arts.ubc.ca>), but does not currently offer online courses.

## University of British Columbia - Okanagan

**title of program:** Indigenous Studies Program



- Dr. Jeannette Armstrong, Program Coordinator, Indigenous Studies, Art 275, 1147 Research Road, The University of British Columbia | Okanagan, Kelowna BC, Canada V1V 1V7; (250) 807-9837
- B.A.: <http://ccgs.ok.ubc.ca/prospective/undergrad/indigenous-studies.html>
- M.A., Ph.D.: <https://gradstudies.ok.ubc.ca/prospective/grad-programs/igs.html>
- Indigenous Studies Theme Concentration: <http://indggradstudies.ok.ubc.ca/welcome.html>
- [jeannette.armstrong@ubc.ca](mailto:jeannette.armstrong@ubc.ca)

**department in which housed:** Community, Culture And Global Studies

**name\title of head\director:** Dr. Jeanette Armstrong, Program Coordinator; Dr. Margo Tamez, Program Advisor

**degree(s) granted:** B.A. (Major and Minor), M.A., Ph.D. (Indigenous Studies faculty also supervise and are members of MFA committees housed in the UBC|O Faculty of Critical and Creative Studies).

**description of program offerings:** Situated in the Unceded Okanagan Nation Territory (<http://www.syilx.org/who-we-are/organization-information/okanagan-nation-territory/>), the interdisciplinary Indigenous Studies program offers courses that provide perspectives of Indigenous peoples from the Okanagan, Canada and world communities. The involvement of the Okanagan nation (<http://www.syilx.org/>) and the En'owkin Centre (<https://www.facebook.com/EnowkinCentre/>) in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives. The Indigenous Studies Major offers a Coursework Option and a Community Research Project Option. Students in the Coursework Option complete Indigenous Studies courses and approved courses from other disciplines and Faculties. The Community Research Project Option in the fourth year gives qualified students the opportunity to design individual research projects relevant to a particular Indigenous community or agency and implement the project working onsite in that community or agency. Courses are offered at the second year level in Okanagan and nation-wide Indigenous history and cultures. At the third and fourth year, courses in Indigenous governance, the justice system, land claims, traditional ecological knowledge, the protection of heritage, Indigenous theory, methodology and research applications are offered. Students may complete their Major or Minor program by taking approved courses on Indigenous topics in other disciplines and Faculties.

**areas of faculty interest\expertise:** Indigenous philosophies; Okanagan Syilx thought and environmental ethics coded into Syilx literatures; Indigenous perspectives; traditional ecological methodologies; Ndé consciousness of time, place, and homeland; Indigenous women's consciousness of land-based relations in Kónitsaaí gokíyaa (Lipan Apache country); Indigenous consciousness along the Río Grande River; Indigenous Peoples & Human Rights; Borders; Militarization; Memory; Indigenous decolonial concepts; Self-Determination; Transitional Justice; the Poetics of Indigenous Movements; Indigenous perspectives of history, colonization and decolonization; Indigenous decolonial thought

on governance and self-determination; Indigenous women's consciousness and activism; Indigenous poetics of resistance and transformation; Traditional knowledge; Indigenous rights; United Nations; intellectual property rights; Indigenous literatures; Indigenous arts; Indigenous rights and traditional knowledge issues in Canada and the UN.

**resources available:** See Aboriginal Programs and Services, <http://students.ok.ubc.ca/aboriginal/welcome.html>; Indigenous Student Association, [http://students.ok.ubc.ca/aboriginal/currentstudents/Indigenous\\_Student\\_Association.html](http://students.ok.ubc.ca/aboriginal/currentstudents/Indigenous_Student_Association.html); Student Services, <http://students.ok.ubc.ca/welcome.html>.

**financial aid available to students:** See <http://students.ok.ubc.ca/finance/welcome.html>.

**number of students in program:** 30 majors, 20 minors, 500 enrolled in courses.

**distance learning:** Contact Program Coordinator.

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## University of Calgary

**title of program:** International Indigenous Studies

- International Indigenous Studies, Department of Political Science, University of Calgary, 2500 University Drive, N.W., Calgary, Alberta, T2N 1N4; (403) 220-5290
- <http://arts.ucalgary.ca/indg/>
- [indprog@ucalgary.ca](mailto:indprog@ucalgary.ca)

**name\title of head\director:** Aruna Srivastava, Co-ordinator

**degree(s) granted:** B.A.

**description of program offerings:** One of a very few programs in Canada that offers international component to indigenous studies. The program incorporates a strong experiential component. A core set of Indigenous Studies courses are offered and students are then required to take courses from cognate fields, e.g., Sociology, History, Anthropology, Literature. Students can also transfer courses from or take courses in nearby First Nations colleges or other universities for credit at the University of Calgary and meet requirements for the International Indigenous Studies program.

**areas of faculty interest\expertise:** Indigenous Ways of Knowing; Research and Protocol; Literature, Film and Art; indigenous law and governance; comparative international indigenous perspectives; indigenous ecologies, Maori Studies, Native American Studies, Treaty 7/Blackfoot studies.

**resources available:** Native Student Services provides additional resources for students, e.g., student organizations, work stations, study rooms, meeting spaces, counseling.

**financial aid available to students:** Students should contact The Native Centre at <http://www.ucalgary.ca/nativecentre/> or the main university website at <http://www.ucalgary.ca> for information on financial aid.

**number of students in program:** 20 undergraduate student majors, 20 students with a minor. The core classes offered by the International Indigenous Studies program are "capped" so as to keep the classes small.

**distance learning:** No; some blended (mixed online and face to face).

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## University of California, Berkeley

**title of program:** Native American Studies

- 506 Barrows Hall, Berkeley CA 94720-2570; (510) 643-0796
- <http://ethnicstudies.berkeley.edu/nas/>
- [ethnicst@berkeley.edu](mailto:ethnicst@berkeley.edu)

**name\title of head\director:** Shari Huhndorf, Chair

**degrees granted:** B.A. (major); UC-B also offers Ph.D. in Ethnic Studies with a concentration in Native American studies.

**description of program offerings:** The Native American Studies Program exists to broaden the understanding of students interested in the history, literature, culture, and contemporary situations of Native Americans. The curriculum has been structured to provide courses that deal with both historical, literary, and cultural analysis of Native American cultures and contemporary legal and social institutions that affect Native American life. Undergraduate courses include such offerings as: Native American Studies Reading and Composition, Native American Literature, Native Americans in the Twentieth Century, Native American Law, Native American Tribal Governments, Native American Economic Development, Theories and Methods in Native American Studies, Native American Women, Native American Philosophy, Native American Cinema, and various courses in Native American oral and written literatures. The program not only stresses sound academic preparation in the classroom but also allows students the flexibility to take part in community-oriented education through field work or studies directed toward community situations and problems.

**areas of faculty interest\expertise:** Anthropology, History, Literature, Law, Cultural Studies, Visual Culture, Indigenous language study and revitalization.

**resources available:** Native American Library, Hearst Museum of Anthropology, UCB Linguistics Department, California Academy of Sciences, Inter-tribal Friendship House, National Indian Justice Center, Bay Area Indian Agency Representatives, American Indian Film Institute.

**financial aid available to students:** Shirley Martin Scholarship Fund.

**number of students in program:** 20 undergraduate, 10 in the graduate program.

**distance learning:** no

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## University of California, Davis

**title of program:** Native American Studies

- Dept. of Native American Studies, One Shields Ave., University of California, Davis CA 95616; (530)752-3237
- <http://nas.ucdavis.edu/>

**name\title of head\director:** Zoila Mendoza, Chair

**degrees granted:** B.A. (major and minor); M.A.; Ph.D.; M.A. and Ph.D. w/ Designated Emphasis in Native American Studies for doctoral students enrolled in graduate programs in English, History, Spanish, Comparative Literature, Anthropology, Sociology, Psychology, Geography, Linguistics, Music, Biological Systems Engineering, and Performance Studies.

**description of program offerings:** The Department of Native American Studies focuses on the indigenous peoples of the Americas, on the peoples, nations, tribes, and communities whose ancestors have lived in North, Central and South America from earliest times. It is interdisciplinary in its scholarly approach to the world of American Indian peoples, offering a comprehensive and comparative perspective, including attention to the increasing dislocation and diaspora of indigenous people throughout the Americas.

At the Master's level, we offer a course of study designed to prepare students for work in tribal administration and education, museums and cultural centers, community development, and public policy. The Master's program also prepares students to teach in tribal or other community colleges. NAS Master's students have pursued law school as well as further study in Native American Studies or related fields.

At the Ph.D. level, we offer a course of study designed to train, strengthen and enlarge the critical mass of scholars working within the field of Native American Studies. Our graduates will be positioned to contribute to Native critical and creative intelligence in all its complexity. They will take their place as scholars within Native American Studies programs and relevant disciplines within social sciences and humanities.

**areas of faculty interest\expertise:** Native American/Indigenous ethnohistory/history; literature; art, art history, museum studies; language and linguistics; politics and development; religion and philosophy; racism and colonialism; ethnomusicology; Native California Languages; refugees and human rights; Native women; environmental studies; environmental justice; performance and dance studies; Eastern North America,

Southwest/North Mexico, Great Basin, California, Mexico, Central America, South America.

**resources available:** Within NAS: IRCA (Indigenous Research Center of the Americas); Native American Language Center; C. N. Gorman Museum; NASU (Native American Student Union), AISES (American Indian Science and Engineering Society), NEUE (Natives Empowered through Unity in Education), Native American Law Student Association. There is one Native staff person in the EOP/SAA office on campus who works with Native students, and one Native staff recruiter who engages in Outreach programs mostly within California. The Department of Native American Studies has a Student Affairs Officer who works with undergraduates. The UC Davis campus also has a counselor who specifically works with Native American students. NAS offers Summer Abroad courses (with field trips) in San Cristobal de las Casas, Chiapas, Mexico; Oaxaca, Oaxaca, Mexico; and Quito, Ecuador.

**financial aid available to students:** At the undergraduate level: Rising Tribal award, work-study programs, and student loans; at the graduate level: work study programs, graduate research positions, Teaching Assistantships, Associate Instructor positions; numerous university-wide fellowships.

**number of students in program:** About 25 undergraduate majors, 35 minors; 8 graduate students in the Designated Emphasis program, 25 graduate students in the NAS Graduate Program.

**distance learning:** none as yet.

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## University of California, Los Angeles

**title of program:** Interdepartmental Program in American Indian Studies

- 3220 Campbell, Box 951548, Los Angeles CA 90095-1548; (310) 825-6541
- <http://www.americanindianstudies.ucla.edu/>

**name\title of head\director:** Mishuana Goeman, Chair

**degrees granted:** B.A. (Capstone Major and Minor)\* in American Indian Studies; M.A. in American Indian Studies; J.D./M.A. (Joint Degree) in Law and American Indian Studies [\*Honors B.A.]

**description of program offerings:** Two research tracks for undergraduate studies: Indigenous Peoples of the Americas and Global Indigenous Issues. Four areas of concentration for Graduate studies: (1) History and Law, (2) Economic Development and Native Nation Building, (3) Social Relations, and (4) Language, Literature and Expressive Arts.

**areas of faculty interest\expertise:** American Indian Studies faculty include Randall Akee (Public Policy), Tara Browner (Ethnomusicology), Keith Camacho (Asian American Studies), Jessica Cattelino (Anthropology), Duane Champagne (Sociology), Michelle Erai (Gender Studies), Linda Garro (Anthropology), Hanay Geiogamah (Theater Arts), Mishuana Goeman (Gender Studies), Carole E. Goldberg (Law), Felicia Hodge (Nursing/Law), Paul V. Kroskrity (Anthropology), Benjamin Madley (History), Vicky Mays (Psychology), Teresa McCarty (Education), Pamela Munro (Linguistics), Peter Nabokov (World Arts & Cultures), Stella Nair (Art History), Ellen Pearlstein (Information Studies), Nancy Reifel (Dentistry), Angela Riley (Law), Greg Schachner, (Anthropology), David Delgado Shorter (World Arts and Cultures), Shannon Speed (Anthropology/Gender Studies), Kevin Terraciano (History), and Concepcion Valadez (Education).

**resources available:** American Indian Studies Center (an organized research unit separate from the Interdepartmental program) composed of Research Unit, Specialized Library, Publications Unit, and Student/ Community Relations Unit. American Indian Recruitment (under the Community Programs Office), offers tutoring and college prep aid to local American Indian students and tribes. Retention of American Indians Now! (under the Community Programs Office), offers mentorship, retention support for undergraduates students. Sienna Whittington, Native American Recruiter (Undergraduate Admissions), contact: (310) 825-3101.

**financial aid available to students:** Limited number of graduate fellowships which cover registration fees (plus out-of-state tuition for non-residents of California) and a small stipend. Graduate Opportunity Fellowship (covers registration fees plus a year stipend) for 1st year graduate students. The Arianna and Hannah Yellowthunder Scholarship is open to both undergraduate and graduate students of American Indian/Native American descent.

**number of students in program:** 19 graduate students, 23 undergraduate students.

**distance learning:** Online courses offered through the Tribal Learning Community for Education Exchange in collaboration with UCLA Extension and the Native Nations Law and Policy Center, more information email: [tlcee@lawnet.ucla.edu](mailto:tlcee@lawnet.ucla.edu).

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## University of California, Riverside

**title of program:** Native American Studies

- Humanities-Social Science Building 7008; (951) 827-1974
- [http://www.ethnicstudies.ucr.edu/undergraduate/area\\_of\\_study/NativeAmericanStudies.html](http://www.ethnicstudies.ucr.edu/undergraduate/area_of_study/NativeAmericanStudies.html)

**department in which housed:** Ethnic Studies Department (B.A.), Department of History (Ph.D.)

**name\title of head\director:** Alfredo M. Mirandé, Chair

**degrees granted:** B.A. in Native American Studies; minor in NAS; B.A. in Ethnic Studies with emphasis in NAS; M.A. in American Indian History through the Dept of History; Ph.D. with Research and Complimentary (first or second) Fields in American Indian History and in Public History.

**description of program offerings:** Northwest, Southwest, and California Indian History; History of disease among Native Americans; Native American Oral and Contemporary Literatures; Ojibway History, Resistance Movements, and Survival Strategies.

**areas of faculty interest\expertise:** (See above.) Faculty include Cliff Trafzer, Rebecca Kugel (History); Robert Perez, Victoria Bomberry (Ethnic Studies).

**resources available:** The Ph.D. in American Indian History and Public History is a link between the university and Native communities, conducting research important to tribes and urban Indians. In addition, there are Native American Student Programs and Student Outreach Services/High School Recruitment. These programs both recruit and aid Native American students.

**financial aid available to students:** Through the History Department, we offer competitive fellowships to study American Indian History and Public History.

**number of students in program:** 15 Ph.D. students.

**distance learning:** [information not provided]

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## California State University, Chico

**title of program:** Center for Multicultural and Gender Studies

- CMGS, California State University, Chico CA 95929-0420; (916) 895-5249
- <http://www.csuchico.edu/mcgs/minors/index.shtml#american-indian-studies>
- [mcgs@csuchico.edu](mailto:mcgs@csuchico.edu)

**name\title of head\director:** Lisa Emmerich, Advisor

**degrees granted:** Minor in American Indian Studies; Major with emphasis on American Indian Studies.

**description of program offerings:** American Indian Studies is intended to provide a flexible and broad selection of courses which will expose students both to the traditional body of knowledge about the American Indian and to subject matter useful in shedding light on the problems facing the American Indian today.

Courses include Introduction to American Indian Studies, American Indian



Literature, Worldviews of the American Indians, North American Indians, American Indian Law, American Indian History, Issues in American Indian Education, as well as more general courses on cross-cultural environmental ethics and intercultural communication.

**areas of faculty interest\expertise:** American Indian Studies faculty come from the departments of History, Psychology, English, Anthropology, Health and Community Service, Political Science, and Religious Studies.

**resources available:** Four Winds of Indian Education, American Indian Club, Indigenous Nations Alliance.

**financial aid available to students:** Federal scholarships (nothing local).

**number of students in program:** 5 registered minors, 3 majors with concentration in AIST.

**distance learning:** [information not provided]

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## California State University, East Bay

**title of program:** American Indian Studies Option

- Dept of Ethnic Studies, CSU, Hayward CA 94542-3000; (510)885-3255
- <http://www.csueastbay.edu/ethnic/>
- [enrique.salmon@csueastbay.edu](mailto:enrique.salmon@csueastbay.edu)

**department in which housed:** Department of Ethnic Studies

**name\title of head\director:** Enrique Salmon, Ethnic Studies Department

**degrees granted:** B.A. major or minor option.

**description of program offerings:** Minor or option in Native American Studies for any major campus wide--28 quarter units required.

**areas of faculty interest\expertise:** North and Central America; agroecology, ethnoecology, ethnobotany; linguistic and medical

anthropology; U.S. policy; environmental justice; identity issues.

**resources available:** Minimal.

**financial aid available to students:** EOP excellent.



**number of students in program:** 32 minors.

**distance learning:** [information not provided]

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## California State University, Long Beach

**title of program:** American Indian Studies

- 1250 Bellflower Blvd., Long Beach CA 90840-0902; (562)985-5293
- <http://www.csulb.edu/colleges/cla/departments/americanindianstudies/>

**name\title of head\director:** Craig Stone, Director

**degrees granted:** minor and certificate in American Indian Studies.

**description of program offerings:** The program offers 20 courses including art (3), history(3), culture(3), Federal Indian Law(1), education(1), media(1), cinema(1), contemporary issues(1), intro to AIS (1), philosophies(1), literature(2), internship(2). CSULB Ranks 10th Nationally in Awarding Bachelor's Degrees to Minority Students According to Diverse Issues in Higher Education. Among individual ethnicities, CSULB ranked seventh nationally in conferring bachelor's degrees to Native Americans, first nationally in foreign languages degrees awarded to Native Americans, first in English degrees to Native Americans, first in math and statistics to Native Americans, and first in parks and recreation degrees to Native Americans.

**areas of faculty interest\expertise:** American Indian history, law, art, drumming, American Indian philosophies, family, literature, American Indian women's literature, education, media and cinema.

**resources available:** The University is near the largest urban Indian population and affiliated with Southern California Indian Center. There is an advisor specifically for American Indian students.

**financial aid available to students:** There is a small loans program; Graduate Equity fellowships (up to \$5000) and \$25,000 beginning undergraduates scholarships (which pay all expenses: tuition, fees, housing, meals, books, etc. for four years) for high school valedictorians and national merit finalists in California.

**number of students in program:** 240 American Indian students on campus; 40 of the 500 students who take AIS classes are American Indian.

**distance learning:** none offered.

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## California State University, Northridge

**title of program:** American Indian Studies

- CSUN, 18111 Nordhoff Street, Northridge, CA 91330-8415
- <http://www.csun.edu/americanindianstudies/>
- [scott.andrews@csun.edu](mailto:scott.andrews@csun.edu)

**name\title of head\director:** Scott Andrews, Interim Director

**degree(s) granted:** Minor

**description of program offerings:** Interdisciplinary. Four AIS courses (Intro to AIS, AI Law and Policy, AI Contemporary Social Issues, and AI in Popular Culture) and other courses offered through anthropology, history, English, religious studies, and art.

**areas of faculty interest\expertise:** Dr. Karren Baird-Olson teaches the introductory course and AIS courses relative to sociology and law/policy. She has published on AIS topics of gender, criminology, and interethnic relations. Dr. Scott Andrews teaches AI literature in the English Department and the AIS popular culture course. He has published poetry, fiction, and essays on contemporary AI literature.

**resources available:** American Indian Student Association has its own meeting space on campus; it sponsors an annual powwow and activities for Indigenous Awareness Month in November (including Columbus Day protest), as well as other events and field trips. The student association is supplemented by the First Nation Alumni Association (FNAA).

**financial aid available to students:** Referral source.

**number of students in program:** Between 5 and 10 students in the minor; the students active in AISA varies from 10-20.

**distance learning:** no

## California State University, Sacramento

**title of program:** Native American Studies

- Ethnic Studies/NAS, 60000 J Street, Sacramento CA 95819-6013; (916) 278-6363
- <http://www.csus.edu/nas>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Annette Reed, Director

**degrees granted:** B.A. Minor in Native American Studies; B.A. in Ethnic Studies (major or minor) w/ concentration in Native American Studies.

description of program offerings: The Native American Studies program is designed to broaden educational opportunities for American Indian students and provide an educational experience for those interested within the total student body. In addition, the program provides students with a rich interdisciplinary approach to theoretical, historical, and contemporary perspectives regarding the study of native peoples. As a third goal, the program seeks to enhance cultural awareness and identity in the classroom, the campus and campus community.

To promote these goals, Native American Studies cooperates with other university agencies in recruiting, counseling, tutoring, and coordinating financial aid for American Indian students. In 2002, in conjunction with Rumsey Band of Wintun Indians, Native American Studies established the Rumsey California Native American Scholarship. Curriculum development and enhancement remains central to our program. Also, beginning in 2003 we serve as co-sponsors for the highly successful Summer Rez Program for Native American High School Students. We continue to work actively in various capacities within the larger Native American communities.

**areas of faculty interest\expertise:** American Indians, Sovereignty and U.S. Laws; Native American Tribal Governments; California Native Experience; Indians, Film, and Popular Culture; Native American Women; Native Voice, Memory, and Biography.

**resources available:** [Information not provided.]

**financial aid available to students:** [Information not provided.]

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

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## California State University, San Marcos

**title of program:** Native Studies

- Native Studies Program, California State University, San Marcos, San Marcos, CA 92096; (760)750-4619
- <http://www.csusm.edu/air>
- [jproudfi@csusm.edu](mailto:jproudfi@csusm.edu)

**name\title of head\director:** Joely Proudfit, Ph.D., coordinator the California Indian Culture and Sovereignty Center and Chair of American Indian Studies

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The Major in American Indian studies provides a critical academic field of study, intellectual engagement with, and place-based understanding of, American Indian epistemologies. Graduates will investigate the formation of tribal sovereignty and the culture and identity of tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. Graduates will gain both knowledges about, and experience working with American Indian communities. Graduates will be prepared to work with a politically distinct segment of the population in a variety of fields, such as healthcare, education, media, arts, environmental, business, non-profit public service organizations, and government. The capstone course for the major provides a rigorous option for students to demonstrate their applied knowledge through experiential learning and community engagement.

The American Indian Studies (AIS) Minor is framed in American Indian Epistemologies and a place-based perspective, providing students with opportunities to engage intellectually and to develop critical understandings of tribal sovereignty, the culture and identity of California Tribal Nations, and American Indians in North America more generally. The Minor prioritizes the worldwide views of Tribal Nations, introducing students to relevant research in American Indian (de)colonization, political and economic development, arts and culture, tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, activism, and nation-building. As a whole, the minor enriches students by developing the cultural proficiency required to work successfully in the diverse professions that serve American Indian communities.

**areas of faculty interest\expertise:** Principal native studies faculty members have expertise in Tribal Government, American Indian Political and Economic Development, American Indian history, American Indian media and art, American Indian education, ethnobotany and traditional medicine, and the teaching of native languages.

**resources available:** The California Indian Culture & Sovereignty Center located on campus (SBSB 118) <https://www.csusm.edu/cisc/index.html>. Through its tribal community liaison and the university president's Native Advisory Council, the university has formed close relationships with a number of local Indian communities. The university has signed a memorandum of agreement with one reservation to encourage its students to attend Cal State San Marcos and is seeking others. The California Indian Cultural and Sovereignty Center fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities. [https://www.csusm.edu/air/resources/financial\\_aid\\_scholarships.html](https://www.csusm.edu/air/resources/financial_aid_scholarships.html) Students who sign up to be on our server list get emails from Dr. Proudfoot with scholarship and internship opportunities.

**financial aid available to students:** In addition to other programs the university offers the annual Lee Dixon memorial scholarship for a tribally-enrolled American Indian

student based on academic achievement, service to the Indian community, and financial need, with preference to incoming freshmen.

**number of students in program:** c. 12

**distance learning:** [information not provided]

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## Cape Breton University

**title of program:** Mi'kmaq Studies

- PO Box 5300, Sydney, Nova Scotia B1P 6T2 Canada; (902) 539-5300, fax (902) 562-0119
- <http://www.cbu.ca/indigenous-affairs/unamaki-college/departments-of-indigenous-studies/>

**name\title of head\director:** Ian Brodie, Department Chair; Lindsay Marshall, Director, Mi'kmaq College Institute. The Mi'kmaq College Institute, which was instituted July 2000, oversees all academic matters associated with Mi'kmaq initiatives, issues and University Courses. It is the umbrella for the following Programs and Services at University College of Cape Breton:

Aboriginal Programming, Director Ms. Ann C. Denny  
Mi'kmaq Student Services, Director Patrick Johnson.  
Mi'kmaq Resource Centre, Director Patrick Johnson

**degrees granted:** B.A. (major and minor) in Mi'kmaq Studies; B.A.C.S. Bachelor of Arts in Community Studies (concentration in Mi'kmaq Studies); B.Sc. Mi'kmaq Component; B.B.A. Mi'kmaq Component; Mi'kmaq Science Advantage Program; Mi'kmaq Business Development Program; Natural Resources Certificate; Court Workers Certificate; Certificate in Public Administration, Concentration in First Nations Affairs.

**description of program offerings:** Mi'kmaq Studies, Linguistics, Native Art and Music, Mi'kmaq English, Mi'kmaq Ethnobotany, Conversational Mi'kmaq, Mi'kmaq History, Introduction to Mi'kmaq Literacy, Mi'kmaq Government, Lexicology, Peoples of Native North America, Cross Cultural Perspective, Aboriginal and Treaty Rights in Canadian Constitution, Race and Ethnic Relations, Race Relations in North America, Contemporary Mi'kmaq Issues.

**areas of faculty interest\expertise:** Student Services, Mi'kmaq courses.

**resources available:** Mi'kmaq Cultural Centre, Mi'kmaq Student Services, Mi'kmaq Student Centre, Mi'kmaq Student Advisor, Mi'kmaq Student Association, Mi'kmaq Access Program, Mi'kmaq Resource Centre, tutoring is available to all Mi'kmaq students.

**financial aid available to students:** Mi'kmaq students are usually funded by their home reserves through their education programs; Mi'kmaq students are eligible to apply for Student Loans. Mi'kmaq students are eligible to apply for University entrance scholarships and bursaries to help offset the cost of getting an education..

**number of students in program:** 200 full-time, 20 part-time students.

**distance learning:** [information not provided]

## Central Michigan University

**title of program:** American Indian Studies Certificate

- Cultural and Global Studies, College of Liberal Arts and Sciences, Central Michigan University, Mt. Pleasant, MI 48858
- <https://www.cmich.edu/colleges/class/school/CGL/Pages/American-Indian.aspx>
- [berklad@cmich.edu](mailto:berklad@cmich.edu); [brown3t@cmich.edu](mailto:brown3t@cmich.edu); [cassi2m@cmich.edu](mailto:cassi2m@cmich.edu)

**name\title of head\director:** Dr. Ari Berk, Dr. Tracy Brown, and Dr. Michelle Cassidy, Advisors

**degree(s) granted:** Undergraduate Certificate

**description of program offerings:** The faculty in the certificate program offer courses in Native American literature and film; the history of Native North America; and contemporary issues that impact American Indian communities today. The Denison Visiting Professorship has brought Native American intellectuals, writers, and artists such as Winona LaDuke and Gayle Ross to campus for semester and year-long residencies; they have offered courses on the art of storytelling, Native skywatchers as well as Native American arts. The Native American Program office plans events of interest to those in the certificate throughout the academic year (pow-wows, Native American Heritage Month programming, annual and occasional tribal cultural events and art exhibits).

**areas of faculty interest\expertise:** Dr. Ari Berk : Native American Literature, Folklore, Mythology, Ethnohistory, Early Modern Intercultural encounters, Native Cultures of the Southwest, Maya Iconography and Myth, Works of N. Scott Momaday and Leslie Marmon Silko. Dr. Tracy Brown: Native North American ethnohistory, Spanish colonization of and US imperialism in the US Southwest, Pueblo Indian ethnohistory, contemporary American Indian Issues.

**resources available:** Special collections at the Clarke Memorial Library, Zibiwing Cultural Center in Mount Pleasant, Central Michigan University cultural events and programming through the Office of Native American Programs (pow-wows, Native American Heritage Month programming, annual and occasional tribal cultural events and

art exhibits), Denison Visiting Professorship and Collection, social, cultural, and educational/professional alliances with Saginaw Chippewa Tribe, NAISO (North American Indigenous Student Organization), AISES (American Indian Science and Engineering Society at CMU, NAISEC (North American Indigenous Summer Enrichment Camp), the Nijjkewehn Mentoring Program, Three fires Tribal Wellness Internship.

**financial aid available to students:** the same aid that is available to all CMU students, as well as aid from state (Michigan Indian Tuition Waiver) and national programs for students of Native American descent.

**number of students in program:** 5

**distance learning:** One course in the certificate, Anthropology 320 (North American Indian Cultures) is offered online.

## Central Washington University

**title of program:** American Indian Studies

- 400 E. University Way, Ellensburg, WA 98926; (509) 963-1305
- <https://www.cwu.edu/native-american/>
- [mccutchp@cwu.edu](mailto:mccutchp@cwu.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Patrick McCutcheon, Director

**degree(s) granted:** Minor

**description of program offerings:** The American Indian Studies minor program goals are to provide an interdisciplinary opportunity to learn about American Indian peoples; to facilitate research and creative activities that concern American Indian peoples; and to recognize the diversity represented in the rich heritage of American Indians. Students with a minor in American Indian studies will use academic and experiential knowledge to appreciate the natural and cultural diversity of American Indian people.

[http://catalog.acalog.cwu.edu/preview\\_program.php?catoid=8&poid=1758&bc=1](http://catalog.acalog.cwu.edu/preview_program.php?catoid=8&poid=1758&bc=1)

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** See <https://www.cwu.edu/programs/paying-college>, <http://www.cwu.edu/scholarships/>



**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Colgate University

**title of program:** Native American Studies

- Native American Studies, Hamilton NY 13346; (315) 228-7806
- <http://www.colgate.edu/academics/departments-and-programs/native-american-studies>
- [mclorenz@colgate.edu](mailto:mclorenz@colgate.edu)

**name\title of head\director:** Carol Ann Lorenz, Director

**degrees granted:** Major concentration and minor in Native American Studies.

**description of program offerings:** The Native American Studies Program offers students the opportunity to undertake a comparative study of the pre-Columbian, colonial, and contemporary cultures of North and Latin America. The required and elective courses are drawn from a wide range of disciplines, representing the various topical and regional interests of Colgate faculty whose specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion. Themes and topics of the major include the integrity, richness, and complexity of Native cultures; the reciprocal impact of contact between Native and non-Native populations in the Western Hemisphere; modes and processes of culture change; cultural disruption, resistance, and vitality; social movements; indigenous ways of knowing; and an understanding of the variety of methodological and theoretical approaches to Native American Studies, including comparisons with other indigenous cultures. A major in Native American Studies provides an excellent foundation for graduate education in the disciplines mentioned, as well as professional work in areas such as contract archaeology, environmental and cultural resource management, government services, non-governmental and non-profit organizations, law, museums, public health, and teaching.

**areas of faculty interest\expertise:** Colgate faculty specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion.

**resources available:** A Study Group to (off-campus semester program) Santa Fe, New Mexico whose purpose is to expose a select group of students to Native American history, archaeology, life, and culture through study and personal contact with American Indians and Indian cultural resources in the "Pueblo Plateau" country of the upper Rio Grande.



**financial aid available to students:** Available particularly for Native American Students.

**number of students in program:** 6-12.

**distance learning:** no

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## University of Colorado, Boulder

**title of program:** Native American and Indigenous Studies

- Ketchum 30, Campus Box 339 Boulder CO 80309; (303) 492-8852
- <http://www.colorado.edu/academics/programs/ethnic-studies>
- [ethnic.studies@colorado.edu](mailto:ethnic.studies@colorado.edu)

**department in which housed:** Ethnic Studies

**name\title of head\director:** Arturo Aldama, Chair

**degrees granted:** Ph.D. in Comparative Ethnic Studies, BA and minor in Ethnic Studies

**description of program offerings:** Interdisciplinary research in American Indian Studies; research and critical examination of culture, history, and contemporary issues.

**areas of faculty interest\expertise:** Native American literature, film, history and culture, Native American women.

**resources available:** Bueno Center for Multicultural Education, Career Services, Center for Multicultural Affairs, Miramontes Arts and Sciences Program, Oyate student association.

**financial aid available to students:** Information at <http://www.colorado.edu/StudentAffairs/finaid/index.html>.

**number of students in program:** 115 majors and 60 minors.

**distance learning:** no

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## Concordia University

**title of program:** First Peoples Studies Program

- 1455 de Maisonneuve Blvd. West, Montreal, QC H3G 1M8; (514) 848-2424, x2532
- <https://www.concordia.ca/artsci/scpa/programs/first-peoples-studies-ba.html>

**name\title of head\director:** [information not provided]

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The First Peoples Studies program is a Major designed to introduce the student to the world of First Peoples (First Nations, Inuit, and Métis), specifically within the Quebec context. It investigates the history, the current situation, and the changing needs of First Peoples. Taught from First Peoples perspectives and based on sound, culturally sensitive research, the program's aim is to bring accurate awareness and a better understanding of First Peoples issues, develop further understanding of society's standing in relation to First Peoples, and build mutual understanding between Quebec society and First Peoples.

We offer, aside from the Introduction to First People Studies, core courses on Algonquian, Inuit, and Haudenosaunee peoples (including languages), Art, Education, The Indian Act, Politics, Sacred Stories, Contemporary Issues, Treaties, Governance, Rights, and International Issues.

**areas of faculty interest\expertise:** Dr. Karl Hele: First Nations in Canada, Early contacts between First Peoples and Newcomers, Anishinaabe, Métis, Borderlands, Great Lakes, Colonial Canada. Dr. Louelly White: Indigenous identity formation and cultural resurgence; boarding/residential school experiences and historical roots of contemporary ideologies toward culture and language; Indigenous language and cultural immersion influences on academic performance; community participatory research.

**resources available:** Aboriginal Student Resource Centre.

**financial aid available to students:** See <http://www.concordia.ca/students/aboriginal/awards-bursaries.html>

**number of students in program:** 55 majors and minors

**distance learning:** no

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## University of Connecticut

**title of program:** Native American & Indigenous Studies

- c/o Kevin McBride, Department of Anthropology, University of Connecticut, Beach Hall Room 444, 354 Mansfield Road, Storrs CT 06269-2178; (860) 486-2137
- <http://iisp.uconn.edu/wp-content/uploads/sites/166/2013/08/NAIS.pdf>

- [kmcbride@mptn.org](mailto:kmcbride@mptn.org)

**name\title of head\director:** Dr. Kevin McBride, Coordinator

**degree(s) granted:** B.A. minor; Individualized Major; Graduate Study

**description of program offerings:** UConn offers an interdisciplinary Minor in Native American and Indigenous Studies through the College of Liberal Arts and Sciences. Students must complete a minimum of 15 credits distributed across at least three disciplines, drawing on courses related to topics in history, culture, political relations, contemporary issues, and other concerns among Native American and Indigenous peoples in other parts of the world. Faculty in NAIS are dedicated to the academic exploration of the history, culture, and contemporary issues facing Native American and Indigenous peoples. They study Native Americans in Connecticut, New England, and elsewhere and are engaged in cultural and historic preservation, museum studies, economic development, and other concerns. See: <http://catalog.uconn.edu/minors/#Nat>. UConn also offers an individualized major in Native American and Indigenous Studies (NAIS), consisting of at least 36 credits of 2000-level or higher courses. Requirements include: a research methods course; a capstone course or senior thesis; a writing intensive course; and an experiential learning component. Contact Dr. Monica van Beusekom, Director, Individualized and Interdisciplinary Studies Program at [monica.vanbeusekom@uconn.edu](mailto:monica.vanbeusekom@uconn.edu). See: <http://iisp.uconn.edu/wp-content/uploads/sites/166/2013/08/NAIS.pdf>. Graduate students at UConn can choose a course of study in Indigenous Studies and Historical Archaeology with a particular regional focus that encompasses New England, the Atlantic Seaboard, and the broader Atlantic World. Faculty offer training in theory and method to address critical questions in the encounters, relationships and histories of Native American, African-American and Colonial peoples and their descendant communities. See: <http://www.anth.uconn.edu/NWAE/index.php>.

**areas of faculty interest\expertise:** Dr. Joseph Comprone, Professor of English; Dr. Kevin McBride, Associate Professor of Anthropology; Dr. Nancy Shoemaker, Professor of History.

**resources available:** Native American Cultural Society at Storrs campus.

**financial aid available to students:** Not at present, but students can apply for internships at the Connecticut State Museum of Natural History, Mashantucket Pequot Museum and Research Center, and the Office of the Connecticut State Archaeologist.

**number of students in program:** 4-5 at any given time.

**distance learning:** Not at present.

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**Cornell University**

**title of program:** American Indian Program

- 450 Caldwell Hall, Ithaca NY 14853; (607)255-6587
- <http://aiisp.cornell.edu/academics/minor>
- [aipoffice@cornell.edu](mailto:aipoffice@cornell.edu)

**name\title of head\director:** Jolene Rickard, Ph. D., Director

**degrees granted:** B.A. Minor in American Indian Studies; Graduate Minor in American Indian Studies.

**description of program offerings:** The American Indian Program (AIP) at Cornell is a multi-disciplinary, inter-college program that coordinates campus-wide activities in academics, student support, extension, university residence life, and publications. The AIP affirms the many and varied experiences of indigenous youth and supports and enables their achievement at Cornell. It advances scholarship and research in a variety of disciplinary fields, extending Cornell resources to Indian communities on health, environmental, policy and related issues. It provides public forums addressing some of the leading issues and topics in indigenous studies to further the discussions and efforts for indigenous self determination.

**areas of faculty interest\expertise:** The AIP faculty are located in the departments of Anthropology, Art, Development Sociology, English, History, History of Art and Visual Studies, Horticulture, Law, Linguistics, Natural Resources and Performance Studies.

**resources available:** Fellowship opportunities through AIP's membership in the Newberry Consortium in American Indian Studies; AIP student enrichment grants for travel, research, internships and experiential learning opportunities; Native American Communities Outreach; Akwe:kon Residence Hall; NASAC (Native American Students at Cornell), (AISES) American Indian Science and Engineering Society), IGSA (Indigenous Graduate Student Association), NALSA (Native American Law Student Association).

**financial aid available to students:** Contact American Indian Program for more information: Kathy Halbig (Student Development Specialist) at [klh37@cornell.edu](mailto:klh37@cornell.edu).

**number of students in program:** 170

**distance learning:** no

## Dartmouth College

**title of program:** Native American Studies

- Sherman House, 37 N. Main St. HB 6152, Hanover NH 03755; (603)646-3530

- <http://native-american.dartmouth.edu/>

**name\title of head\director:** Melanie B. Taylor, Chair

**degrees granted:** B.A. (major and minor).

**description of program offerings:** Currently, core courses include Perspectives in Native American Studies; Indian Country Today; North American Native History; Peoples and Cultures of Native North America; Native Americans and the Law; Native American Literature; Native American biographies; Oral literature; Indigenous Nationalism, Native Rights & Sovereignty; Indian Killers: Murder & Mystery in Native American Literature & Film; Native American Law & Literature; American Indian Intellectuals; Alaska: American Dreams & Native Realities; Senior Seminars, Independent Study and Honors. Various seminar and topical courses are offered from year to year. Dartmouth students from all ethnic backgrounds may achieve a major or minor in Native American Studies. As an interdisciplinary modified major, Native American Studies often serves as a supplement to the traditional major fields of study currently offered at the College.

**areas of faculty interest\expertise:** Tribal history, history of federal Indian policy, Native American autobiography, ethnohistory and ethnohistorical methodology, environmental science, modern and traditional Native American literatures, tribal government, tribal sovereignty, federal Indian law, culture and history of Native Alaskans and Natives of Northwest Coast, archaeology, ancient civilizations in Basin of Mexico.

**resources available:** Dartmouth's Baker Library supports an extensive collection of Native American material. Native American Studies also maintains and supports its own library. Students majoring (or minoring) in NAS may apply for funding from the program to support internships or off-campus independent research projects. Students receive additional support from the Native American Program (NAP) and other mentoring activities. Dartmouth college also offers the Eastman Fellowship to support a Native American graduate student in completing the Ph.D. dissertation.

**financial aid available to students:** See Financial Aid office.

**number of students in program:** Approximately 20 majors.

**distance learning:** no

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## East Central University

**title of program:** Native American Studies

- East Central University, Department of History and NAS, 1100 E. 14<sup>th</sup> St., Ada, OK 74820; (580)559-5419

- <http://www.ecok.edu/academics/colleges-and-schools/college-liberal-arts-and-social-sciences/departments/history-and-1>

**department in which housed:** History and NAS

**name/title of head/director:** Scott Barton, Chair

**degree(s) granted:** B.A. Major and Minor Native American Studies

**description of program offerings:** A flexible interdisciplinary degree program that prepares non-Native and Native students with the skills and knowledge to work for or with Native communities or individuals. It also features several unique partnerships with American Indian Nations within the university's service area.

**areas of faculty interest/expertise:** History and policy, American Indian law, Native American philosophy, contemporary Native American issues and activism, Indian Child Welfare Act, and Choctaw and Chickasaw languages.

resources available (Native American services, offices, clubs/organizations, libraries, publications, etc.): Hayes Native American Studies Center, Native American Student Support Services, Native American Student Association and significant Native American library collection holdings.

**financial aid available:** Federal, state and university financial aid opportunities as well as tribal assistance for some members meeting tribal membership eligibility and requirements.

**number of students in program:** 30

**distance learning:** no

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## Eastern Washington University

**title of program:** American Indian Studies

- Indian Studies Department, EWU, Cheney WA 99004; 509/359-2441
- <https://www.ewu.edu/css/programs/american-indian-studies>

**name\title of head\director:** Deirdre A. Almeida, Ed.D., Director

**degrees granted:** Minor

**description of program offerings:** Eastern's Indian Studies Program offers a curriculum designed to: prepare students for professional employment within their Indian nations; offer an appropriate support apparatus for Indian students who wish to enter any of the

major disciplines; and develop important course work to meet the intellectual aspirations of all Americans and the wider society.

**areas of faculty interest\expertise:** Contemporary Indian issues; federal Indian policy; Native American literatures; tribal economic development; Indians of the Northwest; Salish Indian languages; Native American/Indigenous education; Native American women; Native American cinema

**resources available:** The Indian Studies Program provides an advising system to Native American students as a means of enriching and supporting their individual academic goals and cultural heritage. IDST advisers assist students with academic planning, career counseling, tutorial services, financial aid information/workshops, orientation, assistance with admissions, liaison with BIA and tribal organizations. Program headquarters also serve as a resource/referral center where social services and personal counseling also are provided.

**financial aid available to students:** Is available. Number of scholarships specifically for Native American students. Must apply through Eastern Washington University Office of Financial Aid.

**number of students in program:** Approximately 200 students enrolled at EWU have self identified as American Indian.

**distance learning:** No

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## The Evergreen State College

**title of program:** Native American and World Indigenous Peoples Studies

- The Evergreen State College, Olympia WA 98505; (360)866-6000
- <http://www.evergreen.edu/studies/native-american-and-indigenous-studies>

**name\title of head\director:** Zoltan Grossman, Planning Unit Coordinator

**degrees granted:** B.A., B.S., Master of Environmental Studies, Master in Teaching, Master of Public Administration (including Tribal Governance concentration). Evergreen does not have departments or majors.

**description of program offerings:** Evergreen has four components in Native Programs: 1.) Native American and World Indigenous Peoples Studies (NAWIPS) on the Olympia campus, yearlong daytime coordinated study programs begin with a focus on the basic principles and concepts of the unique relationship between tribal nations and the U.S. government, and Indigenous decolonization and cultural revitalization in settler states around the world, with particular attention given to the nations of the Pacific Northwest. 2.) Reservation-Based Community-Determined Program, in which Evergreen faculty

teach on several Washington reservation around themes determined by the tribal communities. Students are encouraged to value local knowledge and its place in their academic work. 3.) The Master of Public Administration-Tribal Governance concentration, which trains students for roles within tribal, state and federal governments relating to tribal governance, and is organized into distinct graduate cohorts; 4.) The Longhouse Education and Cultural Center, a public service center engaged in Pacific Northwest and Pacific Rim artist programs, and is planning the upcoming first Indigenous Master of Fine Arts program in the U.S.

**areas of faculty interest\expertise:** Faculty who team teach in the Native American Studies programs bring expertise in the arts, Indigenous history, tribal policy, literature, natural resource management, and tribal leadership.

**resources available:** First Peoples advising services are offices which assist students with admissions, financial aid, and academic support services. Evergreen also has a strong Native Student Alliance which provides educational and cultural programming for the entire campus. The focal point of the campus is the Longhouse Education and Cultural Center, which represents a living, contemporary cultural link to the indigenous nations of the Pacific Northwest and Pacific Rim. The facility serves a gathering place for classes, conferences, cultural ceremonies, performances, exhibits, and community gatherings.

**financial aid available to students:** Federal and state financial aid are available along with various scholarships.

**number of students in program:** Varies according to number of faculty, general 25 students maximum per faculty.

**distance learning:** [information not provided]

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## First Nations University of Canada

**title of program:** Indigenous Studies

- Department of Indigenous Languages, Arts And Cultures (DILAC)--Languages and Linguistics; Literature (English); Indian Communication Arts; Indian Fine Arts; Indigenous Studies. 1 First Nations Way, Regina, SK Canada S4S 7K2; (306) 790-5950 ext. 3129, fax (306) 790-5996
- Saskatoon Campus, 229 4th Ave South, Saskatoon SK Canada S7T 1C8; (306) 931-1800, (306) 931-1800 ext. 5475, fax (306) 931-1848
- Northern Campus, Indigenous Studies, 1301 Central Avenue, Prince Albert, SK Canada S6V 4W1; (306) 765-3333 ext. 7139, fax (306) 765-3330
- <http://fnuniv.ca/a-programs>



**name\title of head\director:** Miriam McNab, Head, DILAC; Dr. Andrew Miller, Coordinator, Indigenous Studies Programs

**degrees granted:** B.A.; B.A. w/ Honours

**description of program offerings:** The Indigenous Studies program offers a Bachelor of Arts and Bachelor of Arts Honours, which provides the Social Science core for most degree and certificate programs offered by the First Nations University of Canada, fostering research and the intellectual study of Indigenous and Aboriginal peoples and their cultures -- with emphasis on Saskatchewan first, followed by Canada, North America, the western hemisphere and the world. Efforts are explicitly meant to complement, not replace, the knowledge and traditional teachings of Elders. A Minor in Indigenous Studies is also available. While taking courses face-to-face or by video conferencing at either of the three campuses, and/or on-line via UR Courses, Indigenous Studies students are prepared to compete for all career options open to other university Arts graduates, to participate in second degree programs in faculties such as Law, Administration, Education, Fine Arts, Science and Social Work, or to pursue honours and graduate studies in the Social Sciences or Humanities.

**Areas of faculty interest\expertise:** Cree, Assiniboine, Saulteaux, Dene, Dakota, Inuit, and Métis cultures and histories; Indian economic, environmental, and geographic systems; principles of First Nations governance; North American First Peoples sacred ways/religious views, philosophies; research theory and methodology.

**resources available:** The Indian Studies program is one of several majors offered at First Nations University of Canada, a University College whose mission is to enhance the quality of life, and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations; accordingly, all of FNUniv's resources are at the disposal of all FNUniv students, including our extensive Library collection.

**financial aid available to students:** Contact FNUniv Student Services.

**number of students in program:** c. 1000 First Nations, Métis, Inuit and non-aboriginal students at FNUniv's three campuses.

**distance learning:** Courses can be taken face-to-face or by video conferencing at any of the three campuses, and/or on-line via University of Regina courses.

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## Five Colleges, Inc.

**title of program:** Native American and Indigenous Studies Certificate Program

- 97 Spring St., Amherst MA 01004
- <http://www.fivecolleges.edu/natam>

**name\title of head\director:** Kathleen A. Brown-Perez, Chair

**degrees granted:** Curriculum open to undergraduate degree students (B.A., B.S.) at the Five Colleges (Smith, Mt. Holyoke, Hampshire, and Amherst College, and the University of Massachusetts Amherst). University of Massachusetts Amherst also has a Native American Indian Studies certificate program (for B.A., B.S.).

**description of program offerings:** Courses offered on each campus (University of Massachusetts, Amherst College, Hampshire College, Smith College, and Mount Holyoke College) in various fields allow students to explore issues affecting the history and current circumstances of indigenous peoples and to study indigenous methodologies.

**areas of faculty interest\expertise:** Legal studies, history, anthropology, literature, linguistics, public health, education, environmental studies, and transnational American Studies, as well as Native American studies and global Indigenous studies.

**resources available:** Student associations on four campuses, Kim-Wait Eisenberg Native American Literature Collection at Amherst College, Sophia Smith Oral History Collection at Smith College, archaeology field school at UMASS Amherst, Community-based research opportunities on and off campus.

**financial aid available to students:** available

**number of students in program:** 20

**distance learning:** no

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## University of Florida

**title of program:** American Indian and Indigenous Studies

- Anderson 107C, PO Box 117410, Gainesville FL 32611; (352) 392-1625, fax (352) 392-7395
- <http://www.clas.ufl.edu/ids/conc/amerind.html> (concentration)
- <https://catalog.ufl.edu/ugrad/current/liberalarts/minors/native-american-indian-and-indigenous-studies.aspx> (minor)

**department in which housed:** Anthropology and Religion (minor), Interdisciplinary Studies (concentration)

**name\title of head\director:** Robin M. Wright, Professor of Religion, Anthropology, and Latin American Studies

**degree(s) granted:** Minor, Concentration

**description of program offerings: Minor:** This minor lets students focus on North or South America with additional interdisciplinary focus in anthropology, art history, history, literature and religion. **Concentration:** The AIIS (American Indian and Indigenous Studies) concentration is an extension of the minor for students who have interest in American Indian or Indigenous Studies topics and would like to take their studies further with writing a senior thesis. This concentration is open to all students. The AIIS concentration will offer courses which cut across all disciplines such as anthropology, religion, Latin American studies, and history. This concentration deals with the issues and concerns of indigenous peoples of the Western Hemisphere while seeking to understand historical, political, social, and religious structures from an indigenous perspective.

American Indian and Indigenous Studies focus on (1) North, Central, and South American Indigenous History, (2) North, Central, and South American Indigenous Beliefs and World View, (3) Indigenous Religious Traditions of the World, (4) Religion, Nature and Culture in Traditional societies of the World, (5) Shamanisms of the World, and (6) Environmental and Conservation Issues and Efforts.

**areas of faculty interest\expertise:** Anthropology, History, Religion, the Americas.

**resources available:** Native Americans Oral History Collections: <http://ufdc.ufl.edu/oh4>; Pearsall Collection of American Indian Art: [http://www.flmnh.ufl.edu/pearsall/about\\_coll.htm](http://www.flmnh.ufl.edu/pearsall/about_coll.htm); Native American Heritage Month.

**financial aid available to students:** n/a

**number of students in program:** [information not provided]

**distance learning:** no

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## Fort Lewis College

**title of program:** Department of Native American and Indigenous Studies

- Native American and Indigenous Studies, CSWS 284, Fort Lewis College, 1000 Rim Drive, Durango, CO 81301
- <https://www.fortlewis.edu/native-american-indigenous-studies/>

**name\title of head\director:** Majel Boxer, Ph.D., Chair

**degree(s) granted:** B.A. in NAIS (major and minor)

**description of program offerings:** Please see website

**areas of faculty interest\expertise:** [information not provided]

**resources available:** In addition to our outstanding academic program, we have a very active Native American Center that serves the student services needs of students -- many tutoring and other support systems exist in that Center and in other programs of the college. We have over 700 Native students in many majors across campus (the total student population is about 3,800).

**financial aid available to students:** Financial aid is available to students through a full tuition waiver as a result of the college's history as a former Indian boarding school. See the following website for that information: <http://www.fortlewis.edu/financialaid/NativeAmericans.aspx>.

**number of students in program:** 31 majors, 31 minors.

**distance learning:** no

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## George Mason University

**title of program:** Interdisciplinary Minor in Native American and Indigenous Studies (NAIS)

- c/o Eric Anderson, Department of English (MS 3E4), George Mason University, 4400 University Drive, Fairfax, VA 22030; (703) 993-1160
- <http://english.gmu.edu/programs/la-minor-la-nais>
- <https://www.facebook.com/groups/119561658125211/>
- [eandersd@gmu.edu](mailto:eandersd@gmu.edu)

**name\title of head\director:** Eric Gary Anderson

**degree(s) granted:** B.A. minor

**description of program offerings:** see website, which includes catalog copy.

**areas of faculty interest\expertise:** Native American studies, Native American literature, U.S. History: Colonial and Revolutionary America, Virginia History, U.S. History: 19th-Century, Indigenous Histories, Public History, Washington D.C, archaeology, anthropology, Latin American history.

**resources available:** GMU Office of Diversity, Inclusion, and Multicultural Education: <http://odime.gmu.edu/>; Native American & Indigenous Alliance: <https://www.facebook.com/groups/naia.gmu/> and <http://vimeo.com/48439061>; Smithsonian museums, including National Museum of the American Indian.

**financial aid available to students:** none

**number of students in program:** 6-8

**distance learning:** none yet.

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## University of Georgia

**title of program:** Institute of Native American Studies / Native American Studies Programs

- Institute of Native American Studies, Peabody Hall, University of Georgia, Athens GA 30602; (706) 542-1492
- <http://www.instituteofnativeamericanstudies.com/>

**name\title of head\director:** Jace Weaver, Director

**degree(s) granted:** Undergraduate and graduate certificates for any degree (B.A., M.A., J.D., Ph.D., etc.) in any "traditional" discipline

**description of program offerings:** See website (Curriculum page).

**areas of faculty interest\expertise:** Anthropology, archaeology, gender, history, law and policy, literature, religion, ethnobotany, landscape architecture, and public health.

**resources available:** See website (Resources page).

**financial aid available to students:** Students are eligible for all financial aid available to students at the University of Georgia. In addition, the Institute of Native American Studies offers certain additional aid opportunities. Qualified students who are enrolled citizens of federally recognized tribal nations with historic Georgia connections, can receive in-state tuition regardless of state of residency. Graduate students may receive \$500 per year in travel/research funds. A pilot program in conjunction with the Centers for Disease Control allows one graduate student who is an enrolled citizen of a federally recognized tribe who is a degree student in UGA's College of Public Health and who is also earning INAS' graduate certificate free tuition and an internship in tribal health at the CDC.

**number of students in program:** Approximately 25 undergraduates and 9 graduate students.

**distance learning:** [information not provided]

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## Hampshire College

[See listing for **Five Colleges, Inc.**]

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## Haskell Indian Nations University

**title of program:** College of Indigenous and American Indian Studies

- 155 Indian Avenue, Lawrence, Kansas 66046
- <http://www.haskell.edu/academics/iais>

**name\title of head\director:** Michael A. Stewart, Chair

**degree(s) granted:** B.A.

**description of program offerings:** The Indigenous Nations and American Indian Studies program is oriented in the social sciences but comprises a multidisciplinary field encompassing such fields as history, language, psychology, social work, sociology, and American Indian Studies. Our program utilizes a comprehensive and critical approach to the study and practice of Tribal Nation Sovereignty and self-determination.

**areas of faculty interest\expertise:** Southeastern Native history and languages; general Native and American history; environmental protection and indigenous knowledge; comparative views of Native and Western philosophies; contemporary challenges in Indian Country; Kansas Native history and cultures; institutional history of Haskell; treaties and religious freedom; decolonization efforts; land and identity; social activism and well-being; sovereignty and identity issues.

**resources available:** Native American services, AIS Student Club, Native American Collection - Haskell Library

**financial aid available to students:** Yes.

**number of students in program:** c. 60-70

**distance learning:** no

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## University of Hawai'i at Hilo

**title of program:** Hawaiian Studies

- 200 W. Kawili Street, Hilo HI 96720
- [www.olelo.hawaii.edu/khuok/](http://www.olelo.hawaii.edu/khuok/)

**name\title of head\director:** Jason Iota Cabra, Chair

**degree(s) granted:** B.A. (Major and minor) in Hawaiian Studies; M.A. in Hawaiian Language and Literature; M.A. in Indigenous Language and Culture Education; Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization; Certificate in Basic Hawaiian Culture; Certificate in Hawaiian Language.

**description of program offerings:** The College was mandated by the state legislature to provide tertiary education through the medium of Hawaiian, to provide Hawaiian medium teacher training, and to provide indigenous language outreach.

The College offers some 40 undergraduate courses in Hawaiian and indigenous language and culture, most of which is offered through Hawaiian. The College offers some 25 graduate courses many of which are through Hawaiian. Specially tailored programing for other indigenous languages and cultures is provided for selected graduate students. The College also has a laboratory school program taught through Hawaiian from preschool through grade 12. (Other indigenous related courses are available in indigenous areas on campus, primarily relating to the American and other Pacific Islands.)

**areas of faculty interest\expertise:** Faculty expertise includes indigenous language and culture revitalization, indigenous education, immersion programing, technology and indigenous languages, language planning, ethnomusicology, ethnography, Hawaiian and other Polynesian languages. (Other faculty on campus have expertise in additional areas relating to Native Hawaiians, Pacific Islanders, and North American Natives.)

**resources available:** The campus has student services targeting Native Hawaiians, and also a program for American Indians. The college has an extensive Native Hawaiian collection and language revitalization collection. Also located on campus is, 'Imiloa, a 40,000 square foot fully bilingual museum integrating Hawaiian culture revitalization with science. Nawahiokalani'opu'u Hawaiian medium laboratory school and its traditional Hawaiian gardens and animal husbandry is a major resource of the College. The Hale Kuamo'o Hawaiian language center provides research and students employment using Hawaiian. The Leoki Hawaiian language computer services is located on campus. The College's consortium partner, the 'Aha Punana Leo, has off campus offices working with the College. There is a Hawaiian club on campus and extensive Hawaiian cultural activities available off campus. The College has relationships, including exchange relationships, with other institutions serving indigenous people in North America and the Pacific.

**financial aid available to students:** The college has scholarships available for undergraduate Native Hawaiian students. Out-of-state Native Hawaiian students pay in-state tuition.

**number of students in program:** In 2005, the College had 116 undergraduate majors and 21 graduate majors. Enrollment in courses of the College is approximately 700 per semester.

**distance learning:** We do have distance learning capabilities and, in the past two years, have concentrated them in two of our programs: Teacher training (because the program has students teachers from four neighboring islands) and the Ph.D. (because several of the courses were taught by affiliated faculty at other institutions on the U.S. continent).

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## University of Hawai'i at Manoa

**title of program:** Kamakakuokalani Center for Hawaiian Studies

- 2645 Dole Street, Honolulu HI 96822; (808) 956-0555, fax (808) 973-0988
- <http://manoa.hawaii.edu/hshk/kamakakuokalani/>
- [antoinet@hawaii.edu](mailto:antoinet@hawaii.edu)

**name\title of head\director:** Antoinette Konia Freitas, Director

**degree(s) granted:** B.A., M.A.

**description of program offerings:** B.A. and M.A. have five concentrations: Kukulu Aupuni: Envisioning the Nation; Halau O Laka: Academy of Visual and Performing Arts; Mo'olelo 'Oiwī: Hawaiian History and Literature; Malama 'Aina: Living in Harmony with the Land, Resource Management; Kumu Kahiki: Comparative Polynesian and Indigenous Studies.

**areas of faculty interest\expertise:** Hawaiian History, Politics, Literature, Genealogy, Music, Visual Arts and Hula; Traditional Resource Management; Taro Cultivation and Fish Pond Management; Indigenous urban planning; Hawaiian Chiefly Trusts; and Celestial Navigation. The faculty are also practicing poets, musicians, artists, composers of Hawaiian chants and poetry.

**resources available:** <http://manoa.hawaii.edu/hshk/resources/>

**financial aid available to students:** <http://manoa.hawaii.edu/nhss/financial-aid-scholarships/>

**number of students in program:** 135 majors.

**distance learning:** not available

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## Humboldt State University

**title of program:** Native American Studies

- Native American Studies, Humboldt State U, Arcata CA 95521; (707) 826-4329



- <http://www2.humboldt.edu/nasp/>

**name\title of head\director:** Cutcha Risling Baldy, Ph.D., Chair

**degrees granted:** B.A. major and minor.

**description of program offerings:** Humboldt State University offers a B.A. with a Native American Studies major and a minor in Native American Studies. The program also offers minors in Tribal Leadership and Indigenous Peoples, Natural Resource Use and the Environment. The B.A. in Native American Studies at Humboldt State University is the flagship degree program for the California State University system.

**areas of faculty interest\expertise:** Kayla Begay (Enrolled Hoopa Valley Tribe, Assistant Professor): Native American Linguistics, California Indian Languages, Dene (Athabaskan) languages, Language Contact, California Indian history and culture; Marlon Sherman (Oglala Lakota, Professor): indigenous and tribal: law, justice, peacemaking, governance, leadership, environment, water law, resource use, culture, literature, poetry, history and philosophy; Cutcha Risling Baldy (Hupa, Karuk, Yurok, Enrolled Hoopa Valley Tribe, Assistant Professor): Native feminisms, Native American literature, California Indian history, culture & activism, decolonization, activism, politics and governance; Kerri J. Malloy (Yurok/Karuk, Lecturer): Federal Indian law, tribal justice systems, indigenous history, tribal governance, comparative genocide studies, and STEM collaboration; Rain Archambeau Marshall (Yankton Sioux/Choctaw, Lecturer): Federal Indian law, environmental law, water law, Native American perspectives in natural resources, introduction to Native American Studies, tribal governance, and tribal justice systems.

**resources available:** The Humboldt State University service area has the largest indigenous Indian population of any part of California (estimated 15,000 persons in five counties). There are eleven rancherias and reservations in the two counties nearest to the university. Support programs include Indians in Natural Resources, Science and Engineering (INRSEP), the Indian Tribal and Education Personnel Program (ITEPP), several student clubs, ITEPP Club, Society for the Advancement of Chicanos and Native Americans in Science (SCANAS), American Indians Science & Engineering Society (AISES). Many American Indian students who are first generation candidates for enrollment/transfer to Humboldt State are also eligible for services and financial aid from the Educational Opportunity Program (EOP). EOP offers stipends and services to underrepresented students who meet financial criteria.

**financial aid available to students:** Humboldt State offers the same federal and state financial aid programs as any other institution in the California State University system. <http://www.humboldt.edu/nativeprograms>.

**number of students in program:** 25 majors, 11 declared minors (actual number is larger) .

**distance learning:** The department does not offer a distance learning degree program. The department does offer two of its courses in an online format, NAS 104: Intro to Native American Studies and NAS 306: Indigenous People of the Americas. For more information see the department website.

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## University of Idaho

**title of program:** American Indian Studies

- American Indian Studies Program, University of Idaho, Moscow ID 83844-1100; 208-885-7743
- <http://www.uidaho.edu/class/interdisciplinary/american-indian-studies>
- [AIST@uidaho.edu](mailto:AIST@uidaho.edu)
- [pstevens@uidaho.edu](mailto:pstevens@uidaho.edu)

**name\title of head\director:** Philip Stevens, Director

**degree(s) granted:** Minor; Master of Arts degree in Interdisciplinary Studies w/ focus on American Indian Studies.

**description of program offerings:** See <http://www.uidaho.edu/class/interdisciplinary/aist>.

**areas of faculty interest\expertise:** See <http://www.uidaho.edu/class/interdisciplinary/aist>.

**resources available:** Sponsor Annual American Indian Film Festival [<http://www.webs.uidaho.edu/SapatqaynCinema/>]; sponsor Annual Distinguished American Indians Speakers Series [<http://www.uidaho.edu/class/interdisciplinary/aist>].

**financial aid available to students:** Per application.

**number of students in program:** 12

**distance learning:** no

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## Idaho State University

**title of program:** American Indian Studies Program

- Department of Anthropology, Idaho State University, Campus Box 8005, Pocatello, ID 83209 ; (208) 282-2629
- <http://www2.isu.edu/anthro/>

**department in which housed:** Anthropology

**name\title of head\director:** Christopher Loether, Director

**degree(s) granted:** Minor

**description of program offerings:** Current Issues in Indian Country; Seminar in American Indian Studies; American Indian Verbal Arts; Survey of American Indian Languages; American Indian Literature; Shoshoni Language; Advanced Shoshoni Grammar; Native American History; Native American Arts; Special Topics in Indian Education; Tribal Governments; Federal Indian Law; Native American Women; Indigenous Parenting; Native Arts and Industries; Native American Ethnomusicology.

**areas of faculty interest\expertise:** Linguistics, Native language survival, American Indian literature and culture, Shoshoni language and culture, Native Alaskan fisheries, Alaskan archaeology and prehistory, Great Basin prehistory.

**resources available:** Shoshoni Language Project; Shoshoni Club; Native Americans United; Native student counselor/ recruitment & retention officer; American Indian Support Committee (faculty committee); dual enrollment courses offered at ShoBan High School at neighboring Fort Hall reservation.

**financial aid available to students:** Some university-level scholarships dedicated to Native students; hopefully more to come.

**number of students in program:** Approximately 10-15 minors, many more taking Native studies classes through Anthropology, English, and other departments.

**distance learning:** [information not provided]

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## University of Illinois at Urbana-Champaign

**title of program:** American Indian Studies

- 445b Gregory Hall, MC-466, 810 S. Wright St., Urbana IL 61801; (217) 300-4089
- <http://www.ais.illinois.edu/>

**name\title of head\director:** Matthew Sakiestewa Gilbert, Director

**degree(s) granted:** Undergraduate Minor in American Indian Studies; Graduate Minor in American Indian and Indigenous Studies; Undergraduate Major available through the Individual Plans of Study program.

**description of program offerings:** More than 30 American Indian Studies courses, including Contemporary Issues in Indian Country; Native Religious Traditions; Language and Culture; American Indian Literature; Indians and Film; Native American History (two courses: Natives to 1850, Natives since 1850); Federal Indian Policy; Indigenous Intellectuals; Theories and Methods in American Indian Studies; Indigenous Governance; American Indian Education; Indigenous Critical Theory; Indigenous Decolonial Methods; Indigenous Histories/Politics; and many topic seminars that change from year to year.

**areas of faculty interest\expertise:** Faculty who teach in the American Indian Studies Program bring expertise in creative writing, literature, comparative Native cultural and historical studies, Native American history, federal Indian law and policy, film studies, Pacific historiography and cultural critique, and American Indian education to name just a few areas.

**resources available:** Two Chancellor's Postdoctoral fellowships in American Indian and Indigenous Studies are available annually; Teaching assistantships and waivers; UIUC's libraries support extensive collections of American Indian materials; membership in Newberry Consortium in American Indian Studies; Native American House (cultural center).

**financial aid available to students:** Federal and state financial aid are available along with various scholarships and fellowships.

**number of students in program:** n/a.

**distance learning:** [information not provided]

## Illinois State University

**title of program:** Minor in Native American Studies

- Susan Kalter, c/o Department of English, Illinois State University, Campus Box 4240, Normal, IL 61790; (309) 438-8660
- <http://nativestudies.illinoisstate.edu/default.shtml>
- [susankalter@ilstu.edu](mailto:susankalter@ilstu.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Susan Kalter, Director

**degree(s) granted:** No degrees are granted. The program currently offers an undergraduate minor, although there are graduate-level classes.

**description of program offerings:** The program in Native American Studies is designed to familiarize students with the histories, literatures, cultures, and futures of the indigenous citizens of North America. It will be of interest to students who wish to explore the unique political and social relationship that the First Nations and their members hold with the United States. The program provides students with key concepts, information, and a foundation of knowledge rooted in several academic disciplines, including but not limited to the disciplines of our affiliated faculty.

**areas of faculty interest\expertise:** See above under program offerings. Most faculty are listed here: <http://nativestudies.illinoisstate.edu/facultystaff/index.shtml>

**resources available:** See <https://illinoisstate.edu/student-life/>

**financial aid available to students:** See <http://financialaid.illinoisstate.edu/>

**number of students in program:** Four; at least five have graduated. We have had several masters or doctoral students doing work fully or partially in the area..

**distance learning:** Dr. Sampeck offers a course with credit at either Illinois State University or Western Carolina University in partnership with the Eastern Band of Cherokee Indians North Carolina. We also accept distance-learning transfer credits.

## Indiana University

**title of program:** Native American and Indigenous Studies

- 1020 E. Kirkwood Avenue, Ballantine Hall 544, Bloomington IN 47405; (812) 855-7718, Fax (812) 855-0001
- <http://www.indiana.edu/~amst/NAIS/>

**department in which housed:** American Studies

**name\title of head\director:** Deborah Cohn, Chair of American Studies

**degree(s) granted:** B.A. Minor, Native American and Indigenous Studies, and Ph.D. Minor, Native American and Indigenous Studies

**description of program offerings:** PhD minor: We encourage graduate students to develop a program of academic inquiry that complements their doctoral program and takes advantage of the wide range of College of Arts and Sciences faculty with a focus on Native American and Indigenous literature, politics, art, history, culture, and folklore. Each student's "Program of Study" is developed upon their entry to the degree and in consultation with the American Studies Director. 12 total credit hours. See website for coursework specifics. **Undergraduate minor:** Through their coursework, students globally and comparatively formulate a conception of indigeneity, while understanding

the persistence of localism in Indigenous culture and gain new perspectives on globalization, sustainability, history, and cultural and environmental preservation. 15 total credit hours. See website for coursework specifics.

**areas of faculty interest\expertise:** Africa, the Americas, Australia, New Zealand, South Pacific. Colonialism and postcolonialism; citizenship; race; ethnicity; diaspora; violence; folklore; ethnomusicology; material culture; language revitalization; media; the body; ethnohistory.

**resources available:** The American Indian Studies Research Institute (AISRI), First Nations Educational and Cultural Center (FNECC), Mathers Museum of World Cultures, William R. Adams Zooarchaeology Laboratory, Glenn A. Black Laboratory of Archaeology, Native American Resources at the Herman B Wells Library.

**financial aid available to students:** Through IU.

**number of students in program:** 7 undergrad, 7 grad

**distance learning:** no

## Indiana University - Purdue University of Fort Wayne

**title of program:** Native American Studies

- 2101 E. Coliseum Blvd., Fort Wayne, IN 46805-1499; (260) 481-4739
- <https://www.ipfw.edu/native-american/>

**department in which housed:** Anthropology

**name\title of head\director:** Lawrence A. Kuznar, Director

**degree(s) granted:** Certificate

**description of program offerings:** The Native American Studies certificate enables a student to explore different aspects of the Native American experience. The curriculum includes a very comprehensive study of Native American lifestyles, literature, Native American art, their prehistory and the consequences of contact with Old World populations. Students are required to do course work in each of these areas. The ethnographic courses expose students to the daily lives of Native Americans from the period of contact with Europeans through the present day. Understanding present-day Native Americans is impossible without a thorough understanding of their history of contact with Old World peoples, and the history courses listed provide this understanding. Native Americans have a long history of their own in the Americas, and we study this past through archaeology. The prehistory section includes archaeology

courses that investigate this past. Native Americans possess a rich heritage of fine arts, including folklore, music, dance, sculpture, tailoring, and painting. Courses in Native American art and literature provide students with a humanistic view of Native American creativity. All courses are cross-listed with their own departments and the anthropology program is designed as the home of the certificate program.

**areas of faculty interest\expertise:** South American Indians, Navajo Indians, North American Indians, Athabaskan languages.

**resources available:** See <https://www.ipfw.edu/departments/coas/student-opportunities/>

**financial aid available to students:** See <https://www.ipfw.edu/offices/financial-aid/>

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Indiana University - Purdue University of Indianapolis

**title of program:** Native American and Indigenous Studies

- 425 University Boulevard, Cavanaugh Hall CA325, Indianapolis IN 46202; (317) 274-8356, fax (317) 274-0245
- <https://liberalarts.iupui.edu/aip/>
- [aipinfo@iupui.edu](mailto:aipinfo@iupui.edu)

**name\title of head\director:** Charmayne 'Charli' Champion-Shaw [Cheyenne], Director

**degree(s) granted:** Minor

**description of program offerings:** The minor is a 15-credit program. Classes are often taken by students in a number of fields to satisfy cultural diversity requirements. Students also include NAIS courses in programs leading to degrees in medicine, law, education, public administration, social work and criminal justice. Students enroll in the program to learn more about social justice, cultural awareness, and/ or their own identity or Native American ancestry.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** Native American Student Alliance (NASA), American Indian Center of Indiana, Eiteljorg Museum of American Indian and Western Art

**financial aid available to students:** IUPUI Sindoqua Scholarship, Bureau of Indian Affairs (BIA) scholarships.

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Institute of American Indian Arts

**title of program:** Indigenous Liberal Studies

- 83 Avan Nu Po Road, Santa Fe NM 87508; (505) 424-2325
- <https://iaia.edu/>

**name\title of head\director:** [information not provided]

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:** The program is guided by the term “Indigenous Ways of Knowing”, focusing on the exploration and development of Indigenous knowledge. Students will receive a unique educational experience that includes academic course work, opportunities for meaningful experiential education, and preparation for leadership or continued scholarship. The process is one of research, reflection, critical inquiry, and the exploration of interrelationships among academic disciplines and the world at large.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** Student Success Center (SSC); counseling program; off-campus trips to National Parks, Pueblo feast days, local Native communities and powwows; monthly sweat lodge ceremonies

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Iowa

**title of program:** American Indian and Native Studies Program

- 210 Jefferson Building, University of Iowa, Iowa City IA 52242-1418
- <http://clas.uiowa.edu/ainsp/>



**name\title of head\director:** Jacki Rand and Tom Arne Midtrød, Coordinators

**degree(s) granted:** Minor; Undergraduate and Graduate Certificates in American Indian and Native Studies.

**description of program offerings:** The American Indian and Native Studies Program (AINSP) is an interdisciplinary program that focuses on the histories, cultures, languages, arts, crafts, beliefs, political and social organizations, economies, geographies, literatures, and contemporary legal and political issues of Native Americans of the United States and other indigenous peoples of the western hemisphere.

**areas of faculty interest\expertise:** Eight faculty members in five departments have a wide range of interests and expertise ranging from the archaeology of the Americas to Native American/First Nations women.

**resources available:** American Indian Science and Engineering Society chapter, Native American Student Association, Native American Law Student Association, Latino/Native American Indian Cultural Center, Opportunity at Iowa (assistance to minority students).

**financial aid available to students:** Iowa First Nations program allows resident tuition to members of Nations historically connected to Iowa.. Also a wide range of scholarships is available through Opportunity at Iowa (<http://www.uiowa.edu/~provost/oi/>).

**number of students in program:** 4 Undergraduate Certificate, 1 Graduate Certificate.

**distance learning:** No.

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## Iowa State University

**title of program:** American Indian Studies Program

- Curtiss 324, Iowa State University, Ames IA 50011; (515) 294 9021
- <https://amin.las.iastate.edu/>
- [sfbraun@iastate.edu](mailto:sfbraun@iastate.edu)

**name\title of head\director:** Sebastian Braun, Director

**degree(s) granted:** Minor; Interdisciplinary Major

**description of program offerings:** The American Indian Studies Program has offered a cross-disciplinary curriculum since 1972. Courses range from Native architecture to federal law. We offer students the opportunity to learn more about historical and contemporary communities, their cultures, histories, and relationships, as well as specific issues affecting Indian Country, from traditional foodways to economic development.

**areas of faculty interest\expertise:** The Program has faculty from several colleges with expertise ranging from architecture, ecology, politics, sovereignty, sustainability, ethnohistory, planning, natural resources, powwows, urban communities, and languages to health care.

**resources available:** American Indian Science and Engineering Society chapter, MacNair program, and several other student organizations. The American Indian Studies Program is part of the American Indian Studies Great Plains Consortium, an informal network of regional AIS programs.

**financial aid available to students:** Since 1997, the State of Iowa Board of Regents provides in-state tuition to members of tribes with a historical connection to the state of Iowa, specifically, the Iowa, Kickapoo, Menominee, Miami, Missouri, Ojibwa (Chippewa), Omaha, Otoe, Ottawa (Odawa), Potawatomi, Sac and Fox (Sauk, Meskwaki), Sioux, and Winnebago (Ho Chunk). Numerous other resources are available through the university.

**number of students in program:** Over 500 students taking courses.

**distance learning:** Yes; some AIS courses are available online.

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## University of Kansas

**title of program:** Indigenous Studies Program; Tribal Law and Government Center

- 1410 Jayhawk Blvd, Lippincott Hall Room 6, Lawrence KS 66045-7537; (785) 864-2660
- <http://www.indigenous.ku.edu>
- [indigenous@ku.edu](mailto:indigenous@ku.edu)
- <http://www.law.ku.edu/tribal>

**name\title of head\director:** Dr. Stephanie J. Fitzgerald, Director

**degree(s) granted:** Minor; M.A.; graduate certificate in Indigenous Studies; Professional Science Master's (PSM) in Environmental Assessment/Indigenous Studies graduate certificate with KU Environmental Studies Program; Joint M.A./J.D. program through the KU Law School

**description of program offerings:** KU's Indigenous Studies Program serves students, Native American and Indigenous Nations and communities in Kansas, the Midwest, the U.S., and the world through our teaching, research, creative work, and service. At the core of these endeavors is our deep commitment to and engagement with the nations and communities we come from, learn from, and serve. Our aim is to contribute to the continuing projects of knowledge building, effective leadership, and infrastructure development.

**areas of faculty interest\expertise:** See the affiliate faculty page at <http://www.indigenous.ku.edu> for the most up-to-date information.

**resources available:** First Nations Student Association, Sabatini Multicultural Resource Center. Lawrence is also home to Haskell Indian Nations University and the Four Winds Native Center.

**financial aid available to students:** Some scholarships/grants available every year, but amounts vary.

**number of students in program:** 20

**distance learning:** Not offered at this time.

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## Lakehead University

**title of program:** Department of Indigenous Learning

- 955 Oliver Road, Thunder Bay, Ontario, Canada, P7B 5E1; (807) 343-8187, fax (807) 343-8821
- <https://www.lakeheadu.ca/academics/departments/indigenous-learning/>

**name\title of head\director:** Dr. Robert Robson, Chair

**degree(s) granted:** B.A. Indigenous Learning Major; H.B.A. Indigenous Learning Major; H.B.A. Indigenous Learning with major concentration in Women's Studies; H.B.A. of Social Work with a major concentration in Indigenous Learning; Minor Program in Indigenous Learning; Certificate in Indigenous Learning, Native Language Minor Program.

**description of program offerings:** The Department of Indigenous Learning is committed to providing both Aboriginal and non-Aboriginal students with a fundamental understanding of Aboriginal History, Culture and Values. The Department subscribes to the concept that a well rounded educational experience is acquired through a combination of traditional academic disciplines and culturally relevant/sensitive activities. Our Goals are to provide increasing awareness and appreciation of the life experience of Aboriginal Peoples, with the view to creating an environment of understanding and trust amongst all Peoples. Evolving out of the Native Studies Program, the Department was established by Lakehead University in 1994. Assuming the responsibility for the development and delivery of academic programs, the Department offers both a Bachelor of Arts and an Honours bachelor of Arts Program as well as the Certificate in Indigenous Learning Program. The Indigenous Learning Program features fifty Indigenous Learning courses of which twenty four courses are shared with other associated programs and departments. These include the following courses: Introduction to Ojibwe I, Introduction to Cree I, Introduction to Ojibwe II, Introduction to Cree II, Introduction to Indigenous Learning,

Methods/Approaches Applied to Indigenous Learning, Native Arts and Crafts, The Archaeology of North America, Special Topics, Transfer of Educational Jurisdiction, Native Peoples and Newcomers, Native People and the North, Native Peoples and the Urban Community, Métis peoples of Canada, Community Well-Being and Native Peoples, Native Imagery, Introduction to Native Canadian Studies, Native People and the Past, Native People and the Government, Latin America and the Carribean, Literature of Canada's First Nations, Indigenous Peoples Myth and Drama, Native Canadian World Views, Corporations and the Status Indian, Research Methodology, The North American Fur Trade, Native Peoples and Community, Shelter in Native Communities, Aboriginal Peoples and the Law, Native People and the Land, Native People and the Issues, Native Narratives Myths Legends and Ceremonies, Gender Relations in the First Nations' Community, Indigenous Women and Health, Indigenous Women and their Changing Roles, The Rights of Aboriginal Peoples in S.35, Taxation and the Status Indian, Honours Project 1, Honours Project II, Politics in the Canadian North, Indigenous Peoples and the World, Social Work Practice and Aboriginal People, Aboriginal Self-Government in International Law.

**areas of faculty interest\expertise:** see  
<http://indigenouslearning.lakeheadu.ca/staff.php?h=1>

**resources available:** The Department of Indigenous Learning is supported by the Office of Aboriginal Initiatives, affiliated with Student Affairs and the Aboriginal Management Council, is headed by Vice-Provost, Aboriginal Initiatives. See <http://aboriginalinitiatives.lakeheadu.ca/> . Besides the Oral History Collection maintained by the Department of Indigenous Learning Library resources on campus include the Northern Studies Resource Center. See <http://library.lakeheadu.ca/wp/?pg=57>.

**financial aid available to students:** Government funding, bursaries, scholarships.

**number of students in program:** Currently 286 students enrolled in courses offered by the Department of Indigenous Learning.

**distance learning:** no

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## Université Laval

**title of program:** Certificat en études autochtones

- Department of Anthropology, Université Laval, Quebec, Canada, G1V 0A6; (418) 656-5867
- <https://www.ulaval.ca/les-etudes/programmes/repertoire-par-faculte/details/certificat-en-etudes-autochtones.html?id=31459>
- [programmes1ercycle@ant.ulaval.ca](mailto:programmes1ercycle@ant.ulaval.ca)

**name\title of head\director:** Manon Boulianne, Director of Undergraduate Programs

**degree(s) granted:** Certificate

**description of program offerings:** see the web site (<https://www.ulaval.ca/les-etudes/programmes/repertoire-par-faculte/details/certificat-en-etudes-autochtones.html?id=31459>) and list of courses included in the certificate (<https://www.ulaval.ca/les-etudes/programmes/repertoire/details/certificat-en-etudes-autochtones.html#description-officielle&structure-programme>).

**areas of faculty interest\expertise:** Indigenous studies from the perspective of social and cultural anthropology; focus on Inuit studies and North-East Amerindians; expertise also on Mexican and South American native peoples and on Indigenous peoples of Oceania (New Zealand, Australia, New Caledonia). Issues: environmental studies, forestry, gender relations, self-government and sovereignty, religious beliefs and practices, health, social movements.

**resources available:** A number of professors from the Faculty of Social Sciences and the department of Anthropology (<http://www.ant.ulaval.ca/index.php?pid=14>); a major research center, the CIERA (Centre interuniversitaire d'études et de recherches autochtones) <http://www.ciera.ulaval.ca/>.

**financial aid available to students:** None.

**number of students in program:** 71 in the certificate program, 23 in the microprogram

**distance learning:** We offer a certificate entirely on line (<http://www.distance.ulaval.ca/etudes/programmes/certificat-en-etudes-autochtones>) and a micro program of three courses (<http://www.distance.ulaval.ca/fad/programmes/microprogramme-en-etudes-autochtones.htm>).

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## University of Lethbridge

**title of program:** Indigenous Studies

- 4401 University Dr, Lethbridge, Alberta T1K 3M4 Canada; (403) 329-2635 / fax (403) 380-1855
- <http://www.uleth.ca/artsci/native-american-studies>

**name\title of head\director:** Dr. Jacqueline Rice, Actng Chair

**degrees granted:** B.A. major; M.A. in Indigenous Studies.

Other related programs: Masters in Cultural, Social and Political Thought and a Ph.D.in Cultural, Social and Political Thought.

**description of program offerings:** The Department of Indigenous Studies is a multi-disciplinary department that offers courses exploring topics such as art, law, philosophy, health, politics, history, gender studies, ecology, business, and customs and language, the goal being to address decolonization, revitalization, and resurgence through local, national, and global Indigenous perspectives.

**areas of faculty interest\expertise:** See website for faculty bios and research interests at <http://directory.uleth.ca/list?dcode=nas>.

**resources available:** First Nations Transition Program (<http://www.uleth.ca/artsci/first-nations-transition-program/about>); Native Counsellor/Advisor; Native American Students Association (<http://www.uleth.ca/artsci/native-american-studies/native-american-students-association>); FNMI Centre ( Iikaisskini) Student Support (<http://www.uleth.ca/first-nations-metis-inuit/>); various other student resources (<http://www.uleth.ca/services-for-students/>).

**financial aid available to students:** Yes.

**number of students in program:** Approximately 300-500 students enroll in IS courses in any given semester.

**distance learning:** Some introductory courses may be offered online.

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## University of Maine

**title of program:** Native American Programs

- 5717 Corbett Hall, Room 208, Orono ME 04469; (207) 581-1417
- <https://umaine.edu/nativeamericanprograms/>

**name\title of head\director:** Dr. Darren J. Ranco (Penobscot), Chair and Associate Professor of Anthropology

**degree granted:** Minor

**description of program offerings:** Native American Programs includes the Native American Studies Program and the Wabanaki Center, a student development, research and outreach center. Native American Studies is an interdisciplinary academic program open to all students, offering a minor in Native American Studies. The goal of the program is to teach students through Native perspectives, to understand Native people, their traditions, and their right to self-determination. The program offers a curriculum that focuses on understanding how differing value systems function and developing an appreciation for Native American culture and history, including the critical issues of sovereignty and treaty rights. The presence of the Wabanaki Tribes within the State of Maine provides a tie to the history, language, and vital culture unique to this State and is

a major focus of the academic offerings. The minor involves 18 credits of course work focusing on Native Americans with three required NAS-designated courses: Introduction to Native American Studies, Topics in Native American Studies, and Theory and Research Methods in Native American Studies. The remaining courses are currently offered through the English, Anthropology, History, and Modern Languages & Classics Departments. Other courses will be developed in additional disciplines, in cooperation with the Native American Programs, in the near future.

**areas of faculty interest\expertise:** [Information not provided.]

**resources available:** Wabenaki Center  
(<https://umaine.edu/nativeamericanprograms/wabanaki-center/>).

**financial aid available to students:** Tuition waiver is available to qualified Native students through the Wabanaki Center.

**number of students in program:** 15-20 in the Native American Studies minor; 160-170 participants in the Native American Tuition Waiver and Education Program.

**distance learning:** Occasional courses offered through live and online distance learning.

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## University of Manitoba

**title of program:** Department of Native Studies

- 204 Isbister Bldg., Winnipeg, Manitoba, Canada, R3T 2N2; (204) 474-9266, fax (204) 474-7657
- [http://www.umanitoba.ca/faculties/arts/departments/native\\_studies/](http://www.umanitoba.ca/faculties/arts/departments/native_studies/)
- [nsgp@umanitoba.ca](mailto:nsgp@umanitoba.ca)
- [Brittany.Bowman@umanitoba.ca](mailto:Brittany.Bowman@umanitoba.ca)

**name\title of head\director:** Dr. Cary Miller, Head

**degree(s) granted:** B.A. Major and Minor, M.A., Ph.D.

**description of program offerings:** The program is known for its specializations in:

1. **Métis studies** – with three Métis scholars in the Department, a number of students have focused on historic and contemporary Métis issues, literatures, art, and politics. No other University program in Canada provides this breadth or level of support for work in these areas.
2. **Cultural-Specific Indigenous Areas** – Six scholars in our department offer examinations and explorations in various aspects of Inuit Studies, Cree Studies, and Ojibway Studies.



3. **Indigenous Economies and Political Organizations** – with two scholars focusing specifically on Indigenous businesses and political organizations in their research areas, this remains one of the strengths of the Department particularly in focusing on developing contemporary models of community resistance and resilience based on Indigenous principles of economic and political livelihood. This also includes traditional and contemporary forms of Indigenous politics and economics, the application of colonial law and politics in the history of Indigenous communities and Indigenous resistance and political movements throughout time.
4. **Indigenous Languages** – including regular courses in Cree, Ojibway, and Inuktitut. While the department does not have a full-time language professor, a departmental commitment has been made to offer Indigenous languages every year of our operation.
5. **Indigenous Aesthetics** – three scholars in the department focus their work on Indigenous creative and critical expressions found in literature, art, film, beadwork, and performance art.
6. **Northern Indigenous Issues** – the department has created innovative opportunities for work in remote northern communities, with two scholars who have studied various aspects of culture, politics, entrepreneurship and history in a northern context.

There is also a Governance stream (undergraduate) and programs offered on and off campus in General Studies: includes politics, history, spirituality, healing, community economic development, representation, Indigenous film, literature and visual arts.

**areas of faculty interest\expertise:** Native Societies and the Political Process; Images of Indian People in North America; Aboriginal Title; History and Culture in Cumberland Sound; Aboriginal Peoples and the Canadian Justice System; Canadian Law and Aboriginal Peoples; Colonialism and Post-Colonial Theory; Dene Self Government; Oral History of Manitoba; Treaties; theories of decolonization; colonial interference and Aboriginal resistance strategies in the areas of literature, historiography, representation, identity, gender roles, industrial encroachment on Aboriginal (First Nations, Métis and Inuit) lands and resources, and governance; Métis History and political issues of the Inuit, First Nations and Métis people; Inuit Kinship and Social Organization; Inuit literature; Anglican Missionaries and Religious Change in the Eastern Arctic; Impact of the Nunavut Settlement on Smaller Arctic Communities; Continuing Land use Patterns among the people of Cumberland Sound; Aboriginal economy, economic development, community economic development, participatory research methodologies, governance and leadership; Métis Harvesting Claims and Historical Land Use Patterns; Land Use and Occupancy Mapping (Map Biographies).

**resources available:** Indigenous Student Centre; Indigenous Students Association; Elders in Residence; Office of University Accessibility; Annual Elders and Traditional Peoples Gathering; Annual Graduation Powwow. Other Academic departments: Aboriginal Business Education Program; Aboriginal Focus Program; Access Program, Native Studies Graduate Students Association.



**financial aid available to students:** Grants and Bursaries from various sources; information available through the Department of Native Studies and the Indigenous Student Centre; special funding available for Indigenous Ph.D. students..

**number of students in program:** 800-900 students take our courses per semester (undergraduate and graduate).

**distance learning:** The program offers distance courses that can be accessed through the Aurora Student system, updated every term

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## University of Massachusetts

**title of program:** Certificate Program in Native American and Indigenous Studies

- CPNAIS, Anthropology Dept., 313A Machmer Hall, University of Massachusetts, Amherst MA 01003; (413)577-1607 / fax (413)545-9494
- <http://www.umass.edu/nativestudies/>
- <https://www.fivecolleges.edu/natam>
- [cpnais@anthro.umass.edu](mailto:cpnais@anthro.umass.edu)

**name\title of head\director:** Rae Gould, Director

**department in which housed:** Anthropology

**degrees granted:** Certificate (undergraduate, M.A., Ph.D.)

**description of program offerings:** Approximately 20 courses, some well-established, others offered irregularly, Anthropology, Communication, Comparative Literature, English, Environmental Conservation, Geography, History, Linguistics, Political Science, and Public Health. Students may also be advised to take one or more of the dozen courses offered by the Five Colleges consortium.

**areas of faculty interest\expertise:** Native American literatures; history; archaeology; anthropology; contemporary issues; language revitalization; community engagement; and regional, national, hemispheric and global approaches.

**resources available:** Josephine White Eagle Cultural Center (<http://www.umass.edu/native/jwecc/>) contains a computer lab/study hall and library; one dorm floor is set aside for Native American students who choose to live with other Native students and Allies; Native American Students Associations: N.A.S.A., A.I.S.E.S. (<https://umassamherst.campuslabs.com/engage/organization/nativeamericanstudentassociation> and <https://www.facebook.com/NASA.UMass/>). Support programs available through CMASS: <https://www.umass.edu/cmass/>.

**financial aid available to students:** Native students from Massachusetts nations, e.g., Nipmuc and Wampanoag, may be eligible for a tuition waiver. Students enrolled in other recognized tribes but who reside in the state should consult John Peters of the Massachusetts Office of Indian Affairs. Otherwise, students apply for the standard aid packages available to all students.

**number of students in program:** Over 90 Native and non-Native students enrolled have graduated since 1998.

**distance learning:** no

[See also listing for **Five Colleges, Inc.**]

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## McMaster University

**title of program:** Indigenous Studies Program

- Indigenous Studies Program Office, L.R. Wilson Hall 1010, 1280 Main St. West, Hamilton Ontario, Canada L8S 4K1; (905) 525-9140 ext. 27426, fax (905) 540-8443
- <http://indigenous.mcmaster.ca/>

**name\title of head\director:** Vanessa Watts, Academic Director

**degree(s) granted:** B.A.

**description of program offerings:** Three-year Combined BA in Indigenous Studies and another subject; Indigenous Studies Minor

**areas of faculty interest\expertise:** Anthropology, Social Justice, Political Science, History, Native Literatures, Native Languages.

**resources available:** Student Club, Indigenous Student Counsellor, Resource Library, Computer Lab, Student Lounge, Elder In Residence, a food station and administrative services all located in the Indigenous Studies Program.

**financial aid available to students:** Government funding, bursaries, scholarships, Paul R. MacPherson Bursary, Harvey Longboat Memorial Scholarship for Indigenous Students.

**number of students in program:** 12

**distance learning:** no

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## University of Michigan

**title of program:** Native American Studies Program

- 3700 Haven Hall, University of Michigan, Ann Arbor, MI, 48109-1045.
- <http://lsa.umich.edu/native>
- [ac.inq@umich.edu](mailto:ac.inq@umich.edu)

**department in which housed:** Department of American Culture

**name\title of head\director:** Michael Witgen, Director

**degree(s) granted:** B.A. minor, Ph.D. in American Studies (w/focus in Native American Studies)

**description of program offerings:** The Native American Studies Program at the University of Michigan places American Indians at the center of broader inquiries into the nature of the human confrontation with intrusive power. Faculty and students work together to explore, through the humanities and the social sciences, varieties of the Native American experience and the importance of Indians to American history, literature, religion, social sciences, politics, and law. Wherever we confront questions of identity that embroil American Studies, American Indians loom large.

**areas of faculty interest\expertise:** About ten faculty members harbor expertise in the following fields: History, Literature, Psychology, Anthropology, Archaeology, Linguistics, Language Revitalization, Ojibwemowin, African American Studies.

**resources available:** Native American Student Association (NASA), Native American and Indigenous Studies Special Interest Group (for graduate students and faculty), William Clements Library, Bentley Historical Library, Hatcher Graduate Library, Museum of Anthropology.

**financial aid available to students:** Michigan Indian Tuition Waiver (MITW) program for enrolled members of federally recognized tribes with at least one year of in-state residence. See here for additional information about eligibility and application: <http://www.michigan.gov/mdcr/0,4613,7-138--240889--,00.html>

**number of students in program:** Ranges from 5-30

**distance learning:** We do not offer distance learning programs.

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## Michigan State University

**title of program:** American Indian and Indigenous Studies (AIIS)

- 414 Baker Hall, East Lansing, MI 48824; (517) 432-2193
- <http://aisp.msu.edu>
- [aisp@msu.edu](mailto:aisp@msu.edu), [dminer@msu.edu](mailto:dminer@msu.edu)

**name\title of head\director:** Dylan Miner, Director

**degree(s) granted:** B.A. Minor; Graduate Affiliation

**description of program offerings:** The American Indian Studies Program offers an undergraduate minor and a Graduate Affiliation that broaden students' understanding of Indigenous cultures, history, and current issues with an emphasis on Native peoples of the Great Lakes and Midwest. Enrollment in either program requires the written approval of the AIIS director. Both the minor and the graduate affiliation are completed while a student is enrolled in a separate degree-granting program. The program offers extensive co-curricular programming, including: the Indigenous Youth Empowerment Program (IYEP), an Indigenous Studies Writing Group (ISWG), Anishinaabe-gikendaasowin (Indigenous Traditional Knowledge series), Odamino Indigenous Play Series, Anokiiwigamig Indigenous Arts Initiative, and a Voices on Campus lecture series.

**areas of faculty interest\expertise:** More than 20 faculty and one pre-doctoral fellow with expertise in the following areas: Native art history and contemporary Indigenous arts practice; Indigenous philosophy and traditional ecological knowledge; Native literature and rhetorics; American Indian anthropology and archaeology (including urban Indian issues, Indigenous women, and indigenous archaeology); Native youths, families, parenting, and elder issues; powwow and global Indigenous ethnomusicology; Great Lakes Indigenous history, including contact, fur trade and early U.S. eras; off-reserve and urban Native education; Canadian First Nations, Métis, and Indigenous border issues; Indigenous law and policy, including tribal law and Indian Child Welfare Act; Anishinaabemowin language; Chicano and Mexican Indigeneities; and American Indian health.

**resources available:** Native American Institute (NAI), Indigenous Law and Policy Center (ILPC), North American Indigenous Student Organization (NAISO), freshman retention program (Aanii), American Indian Science and Engineering Society (AISES) chapter, Wordcraft Circle of Native Writers and Storytellers group, North American Indigenous Faculty Staff Association (EAGLE), Nokomis Learning Center, Indigenous Youth Empowerment Program, and others.

**financial aid available to students:** Michigan Indian Tuition Waiver (MITW) program for enrolled members of federally recognized tribes or American Indians with BIA certification: see <http://www.michigan.gov/mdcr/0,1607,7-138-240889-,00.html>. To qualify for the MITW, students must also be permanent residents of Michigan, which means at least a one-year residency.

**number of students in program:** 20 undergraduates pursuing the Minor; 10 affiliated graduate students.

**distance learning:** not currently

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## University of Minnesota Duluth

**title of program:** American Indian Studies and Master of Tribal Administration and Governance

- 116 Cina Hall, 1123 University Drive, Duluth, MN 55812; (218) 726-8771
- <http://cla.d.umn.edu/departments/ais>
- [umdais@d.umn.edu](mailto:umdais@d.umn.edu)

**name\title of head\director:** Jill Doerfler, Head

**degree(s) granted:** B.A (major and minor) in American Indian Studies; Master of Tribal Administration and Governance

**description of program offerings:** American Indian Studies (AIS) is an interdisciplinary academic department offering coursework committed to broadening knowledge of the worldview, histories, languages, literatures, cultures, arts and contemporary experiences of American Indian nations and peoples. As American Indian nations maintain a distinct political relationship with the federal government rooted in historical treaties, congressional laws, and executive orders, AIS promotes an awareness for and understanding of tribal sovereignty and self-determination. AIS strives to protect the integrity and identity of the indigenous population of North America and to create an intellectual learning environment conducive to critical and creative thought.

The **B.A. in American Indian Studies** is designed to give students a broad background while allowing concentrated study in an area(s) of interest and prepares them to work in wide range of areas. The core of the program includes study in Ojibwe language, historical and contemporary foundations, politics and law, art and literature, and societies and cultures. Majors and minors develop skills in analytical and critical thinking as well as verbal and written communication. They acquire knowledge of historical and contemporary American Indian experiences, cultures, and (inter)governmental affairs. Students have the flexibility to customize the major and minor to fit their interests. Common career areas are diversity coordinator/recruiter/academic counselor at K-12 and post-secondary institutions, research specialists for museums and historical associations, cultural consultants, liaisons for businesses or governments, and more.

The **B.A. in Tribal Administration & Governance (TAG)** is designed to prepare students to work for Tribes. This major combines fundamental courses from the Labovitz School of Business & Economics with courses focused on tribal sovereignty, governance, and administration. Students will gain the capacity to provide strategic management and manage human capital in tribal contexts as well as understand significant federal statutes

and policies that apply to Native nations. Majors must complete an internship. Students can either transfer in with an AA or the Minnesota Transfer Curriculum and complete TAG completely on-line in two years OR students can come to UMD and take courses to fulfill the UMD liberal education requirements while taking the courses for the major.

The **Master of Tribal Administration and Governance (MTAG)** program seeks to train future American Indian tribal leaders and managers through coursework grounded in ethics. It focuses on tribal governance and the management issues encountered on a reservation as well as the complex relations among tribal, state, and the federal governments. The curriculum includes classes on principles of tribal sovereignty; tribal budgets, finance and accounting; principles of tribal management; federal Indian law; and leadership and ethics. Students in the program may already serve as tribal administrators, council members or tribal leaders. The degree includes five synchronistic classes each semester, which students may attend in person or virtually.

**areas of faculty interest\expertise:** Anishinaabeg Studies, intellectual history, political theory, diplomacy, global indigenous studies, American Indian Literature, Federal Indian Policy, Federal Indian Law, Tribal Governance, and Tribal Administration.

**resources available:** Anishinaabe Student Organization, American Indian Learning Resource Center.

**financial aid available to students:** [information not provided]

**number of students in program:** 15 majors, 40 Masters students

**distance learning:** Tribal Administration and Governance B.A. and Master of Tribal Administration and Governance are offered on-line.

## University of Minnesota, Morris

**title of program:** Native American and Indigenous Studies

- 600 East 4th Street, Morris, Minnesota 56267; (888) 866-3382
- <https://academics.morris.umn.edu/native-american-and-indigenous-studies>

**name\title of head\director:** Becca Gercken, Coordinator

**degree(s) granted:** B.A. Major and Minor

**description of program offerings:**

**areas of faculty interest\expertise:** Anishinaabe Language, American Indian Literature, Quaternary studies, Multicultural Psychology, Indigenous Education.

**resources available:** American Indian Science & Engineering Society (AISES), Circle of Nations Indigenous Association (CNIA), American Indian Advisory Committee, internships.

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Minnesota, Twin Cities

**title of program:** Department of American Indian Studies

- 19 Scott Hall, 72 Pleasant Street SE, Minneapolis MN 55455; (612) 624-1338
- <http://cla.umn.edu/ais>
- [aminstud@umn.edu](mailto:aminstud@umn.edu)

**name\title of head\director:** David Chang, Chair

**degrees granted:** B.A. major and minor in American Indian Studies, B.A. in Ojibwe language.

**description of program offerings:** Courses include Indigenous Peoples: An American Perspective; Indigenous Peoples: A Global Perspective; American Indian History to 1840; American Indian History, 1840-Present; American Indian Art; American Indian Literature; Dakota History and Culture; Ojibwe History and Culture; Dakota Language: Beginning, Intermediate, and Advanced; Ojibwe Language: Beginning, Intermediate, and Advanced; American Indian Women; History of American Indian Education; American Indian Philosophies; American Indian Law; Law, Sovereignty, and Treaty Rights; Tribal Government; Change and Development in Indian Communities; Federal Indian Policy; Contemporary American Indian Movements; American Indians and the Cinema; American Indians and Photography; and a wide variety of special topics courses, directed studies and research; and internship opportunities.

**areas of faculty interest\expertise:** Interest in Native literature, art, film, and photography, philosophy, Dakota and Ojibwe languages, culture and history, American Indian history, federal policy, law, and treaty rights, political economy.

**resources available:** American Indian Culture House; Center of Indigenous Nations (COIN); American Indian Student Cultural Center; Dakota and Ojibwe Language Societies.



**financial aid available to students:** For incoming freshman, please contact the American Indian Recruitment Coordinator - (612) 625-9565. For transfer information, please contact the Community Engagement Coordinator, (612) 624-1338

**number of students in program:** Approximately 50 majors and 30 minors.

**distance learning:** rare.

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## Minnesota State University - Mankato

**title of program:** American Indigenous Studies

- Department of American Indigenous Studies, Minnesota State University, Mankato, 358 North Trafton Science Center, Mankato, Minnesota 56001; (507) 389-3224, Fax (507) 389-6769
- [www.sbs.mnsu.edu/ais](http://www.sbs.mnsu.edu/ais)

**name\title of head\director of program:** Rhonda Dass, Director

**degree(s) granted:** B.A. and B.S. major and minor; certificate

**description of program offerings:** American Indigenous Studies (AIS) provides an interdisciplinary and broad understanding of Indigenous Americans, especially the Dakota, and their respective ways of life in the past, present, and future. AIS welcomes all students - Native and non-native - to pursue knowledge of Native American cultures, knowledge, languages, histories, politics, media, and other topics. The AIS program will prepare students to pursue graduate studies and careers located in tribal communities or in ethnically diverse settings. Incorporating Indigenous perspectives into the curriculum, AIS facilitates a space whereby Native American worldviews will be an enduring and integral part of the diverse intellectual atmosphere of the University.

**areas of faculty interest\expertise:** Dr. Rhonda Dass - Tribal Sovereignty, Indigenous Activism, Traditions and Cultural change; Dr. Chelsea Mead - Native history, Indigenous languages: revitalization and retention, Indigenous education.

**resources available:** We work in collaboration with the office of American Indian Affairs on campus and with our Native American Student Association to provide support and direction for our native students. We are also collaborating to offer Dakota and Ojibwe language courses through our program. Though generous donations we are able to offer experiential offerings for our students taking them to sites across the country to better understand native people including the Gathering of Nations in Albuquerque, New Mexico, the National Museum of the American Indian in Washington, DC, and Cahokia Mounds Park in Illinois.

**financial aid available to students:** We administer the Andreas American Indian Scholarship, awarding up to \$7000 each year to native students.

**number of students in program:** 25



**distance learning:** We offer many of our courses online and are ready to work on distance projects as the need arises with communities.

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## Minot State University

**title of program:** Native American Studies

- c/o Joseph C. Jastrzembski, Department of History, Minot State University, 500 University Ave. West, Minot, ND 58707
- <http://www.minotstateu.edu/nas/>
- [joseph.jastrzembski@minotstateu.edu](mailto:joseph.jastrzembski@minotstateu.edu)

**name\title of head\director:** Joseph C. Jastrzembski, Professor of History

**degree(s) granted:** Minor; concentration.

**description of program offerings:** Native American Art, Native American Literature, American Indian History, Peoples and Cultures of Native North America, Great Plains Indians, Native American Social History, Contemporary Issues with Native American Families, Pharmaceutical Ethnobotany.

**areas of faculty interest\expertise:** Art, Biology, GeoSciences, History, Sociology, Social Work, English.

**resources available:** Native American Cultural Center; Native American Cultural Awareness Club; Multicultural Center; Annual Powwow; Gordon Olson Library: large collection of Native American books and periodicals; Northwest Art Center: Permanent collection of Native American art and artifacts. MSU is centrally located to four North Dakota reservations/tribes: Turtle Mountain Band of Chippewa, MHA Nation (Mandan, Hidatsa, and Arikara Nation), Spirit Lake Dakota Nation, and the Standing Rock Sioux Tribe. MSU has memorandums of understanding with the Turtle Mountain Community College and the Neuta Hidatsa Sahnish College (MHA Nation).

**financial aid available to students:** Diversity Tuition Waiver.

**number of students in program:** [information not provided]

**distance learning:** Some courses in the NAS curriculum are offered on-line or in interactive video format.

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## Missouri State University

**title of program:** Native American Studies

- 901 South National Ave, Springfield MO 65897; (417) 837-5000
- <https://www.missouristate.edu/areastudies/nas/>

**department in which housed:** Area Studies

**name\title of head\director:** Dr. William C. Meadows, coordinator

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies Program is an interdisciplinary minor course of study allowing students to concentrate on the history, arts, and cultures of native peoples of the Americas. The minor in Native American Studies offers a multidisciplinary exploration of the history, arts, and cultures of the first Americans, past and present. It can be an excellent complement to many majors, including art, history, and anthropology. The knowledge provided will be valuable if not essential in any career that involves working with Native Americans in business, social services, public administration, or health and medicine. The minor will also stimulate awareness and appreciation of the ethnic and cultural diversity of the United States, which is an increasing concern in the workforce and society today, as well as the importance of cultural heritage.

**areas of faculty interest\expertise:** Indian History, Plains Indians, Native American Religions, Geography, Native American Literature, Art and Architecture of Mesoamerica, Pre-Columbian Art.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## University of Montana

**title of program:** Native American Studies

- Payne Family Native American Center, 32 Campus Drive, Missoula MT 59812; (406)243-5831, fax (406)243-6432
- <http://hs.umt.edu/nas/>

**name\title of head\director:** Kathryn Shanley, Chair

**degrees granted:** B.A. major and minor.

**description of program offerings:** As an academic department, our primary goal is to provide and maintain the highest possible academic standards for our students and ourselves. It is the mission of the Native American Studies department to teach critical skills of writing, research, communication, and analysis which focus on the subject matter of American Indian history, literature, ecological views, language, spiritual belief systems, philosophy and contemporary concerns; and to teach about cultural diversity from the perspectives of indigenous people of this country. The Native American Studies major is interdisciplinary, offering courses from sovereignty to history to literature, and provides an opportunity for critical analysis and evaluation of the experience, perspectives, and continued evolution of Native cultures and history as diverse people. Native American Studies, as an academic discipline, is committed to examining the contemporary and ancient experiences and ways of life of the first Americans from their perspective. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing upon their cultural, historical, and contemporary life. Courses are designed for both Native American and non-Native American students so they can better understand human similarities and differences, thereby leading to the development of increased communications and good interpersonal relationships.

**areas of faculty interest\expertise:** Kathryn Shanley - Native American Literature: Native American Autobiography, the work of James Welch, contemporary American Indian literature, and post-colonial theory; Neyooxet Greymorning - Anthropology, Political Anthropology, Native Language Revitalization, Aboriginal Sovereignty, Global Development & Indigenous Peoples, and Native Ethnobotany; Theodore C. Van Alst, Jr. - Contemporary American Indian Literature, Contemporary Native American Film, Representation, Popular Culture, Social Media and Activism, Film History, and Film Genre; Wade Davies - American Indian history, American Indian sporting traditions, history of American Indian health care.

**resources available:** A variety of resources are available. We have services offered through the University, plus several clubs/organizations, the University library, plus more.

**financial aid available to students:** Several forms of financial aid available, including Indian Fee Waiver (if qualified), Work/Study program, and scholarships.

**number of Native American students:** 800 at the University.

**distance learning:** no.

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## Montana State University - Bozeman

**title of program:** Native American Studies

- Wilson Hall 2-179, PO Box 172340, Bozeman MT 59717-2340; (406) 994-3881, fax (406) 994-3343
- <http://www.montana.edu/nas>
- [NAS@montana.edu](mailto:NAS@montana.edu)

**name\title of head\director:** Walter Fleming, Department Head

**degrees granted:** M.A. in Native American Studies; On-line Graduate Certificate in Native American Studies; B.A. Minor in Native American Studies

**description of program offerings:** **NAS MASTER OF ART DEGREE:** The NAS MA Degree program, established in 2000, is designed to meet a variety of interests and needs. There are two MA options to accommodate varying students' academic concentrations and goals: the Thesis option is 31 credits, and is generally intended for those who wish to continue into a doctoral program; the Professional Paper option is 30 credits, and is for those pursuing professions such as tribal government, education, or public health. Graduate students work closely with the faculty of NAS, receiving the highest possible individual attention. At each stage, students are given the support and advice to successfully complete their program, typically in two years. NAS offers competitive Graduate Teaching Assistantships, providing teaching experience, a tuition waiver, and a generous monthly stipend. GTA's assist the professor in teaching the introductory level course NASX 105. **ONLINE GRADUATE CERTIFICATE IN NAS:** The Graduate Certificate online program was launched in 2010, and is intended for professionals pursuing careers that work with American Indian communities, or those who simply want to gain deeper insight into Native American art, literature, law, culture, history, and contemporary settings. Up to 9 credits can be applied to the NAS-MA program. *This 12-credit program is available fully online!* **NAS UNDERGRADUATE MINOR:** Native American Studies (NAS) offers an interdisciplinary program of study through a nonteaching minor in Native American Studies as well as opportunities for students to gain a multicultural perspective in meeting the University's core curriculum requirements. The program is flexible enough to meet individual needs of students through opportunities for independent study, small group seminars, internships, and special topics courses.

**areas of faculty interest\expertise:** Montana Indians, Plains Indians, Indian policy and law, American Indian art, American Indian religion, American Indian literature, American Indian education.

**resources available:** American Indian/Alaska Native Student Success Services; American Indian Science Engineering Society; Native American Peer Advisors. MSU-NAS has strong ties to MT's seven tribal colleges and tribal communities. MSU hosts many Native American academic and cultural events, creating a supportive home for the 600+ American Indian students attending MSU.

**financial aid available to students:** Graduate teaching assistantships; Montana students receive tuition waiver (based on need), Homelands scholarship, and several small

scholarships are available. Students must go through the Financial Aid Office for funding.

**number of students in program:** 600+ Native students, 30 NAS Masters students, 49 NAS Graduate Certificate students, 30 declared minors; c. 500 students/ semester enrolled in Native American Studies courses.

**distance learning:** We are now offering online classes and offer an Online Graduate Certificate in Native American Studies (<http://www.montana.edu/nativeamerican/online.html>).

## Montana State University Billings

**title of program:** Native American Studies Minor

- Montana State University Billings, 1500 University Drive, Billings MT 59101; (406) 657-1674
- <http://www.msubillings.edu/cas/NAMS/>

**department in which housed:** Social Sciences & Cultural Studies

**name\title of head\director:** Dr. John H. Barcus, Ed.D.

**degree(s) granted:** Minor in Native American Studies; BSLS ( Bachelor of Science in Liberal Studies) with a concentration in Native American Studies.

**description of program offerings:** C. 15 courses including Social Issues, Literature, Law, Art, Montana Indian Groups, Native Americans and the Environment, Native American Philosophies, Federal Indian Law, and Federal Indian Policy.

**areas of faculty interest\expertise:** Community, Economic and Leadership Development in Indian country.

**resources available:** Native American Achievement Center (<http://www.msubillings.edu/naac/>), Intertribal Indian Club.

**financial aid available to students:** Financial aid is available to those that meet the standards of Federal Student Aid.

**number of students in program:** 30

**distance learning:** Yes, all required courses are offered in online formats.

## Montana State University - Northern

**title of program:** Native American Studies

- PO Box 7751, 300 13th St West, Havre, MT 59501; (406) 265-3735
- <http://www.msun.edu/academics/coeasn/program-nas.aspx>

**name\title of head\director:** Norton Pease, Chair

**degree(s) granted:** minor

**description of program offerings:** See website.

**areas of faculty interest\expertise:** Indigenous activism, expressive cultures, cultural relevancy, race and identity.

**resources available:** Sweetgrass Society (Native student organization), annual pow wow.

**financial aid available to students:** Yes - check with financial aid office.

**number of students in program:** c. 15 minors in NAS.

**distance learning:** Some courses.

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## Mount Holyoke College

[See listing for **Five Colleges, Inc.**]

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## Université de Montréal

**title of program:** Programme en études autochtones

- Pavillon Lionel-Groulx, 3150 Jean-Brillant, Montréal QC H3T 1N8T; (514) 343-2152
- <http://anthropo.umontreal.ca/programmes-cours/programmes-de-1er-cycle/etudes-autochtones/>
- <https://www.facebook.com/pea.udem/>
- [anthro@umontreal.ca](mailto:anthro@umontreal.ca), [marie-pierre.bousquet@umontreal.ca](mailto:marie-pierre.bousquet@umontreal.ca)

**department in which housed:** Anthropology

**name\title of head\director:** Marie-Pierre Bousquet, Director

**degree(s) granted:** Minor, module

**description of program offerings:** <https://admission.umontreal.ca/programmes/mineure-en-etudes-autochtones/> , <https://admission.umontreal.ca/programmes/microprogramme-de-1er-cycle-en-etudes-autochtones/>

**areas of faculty interest\expertise:** anthropology, history, criminology, psychoeducation, indigenous languages, literature, arts and cinema, law, politics, geography, biology, archeology, demography, sociology, social work, religious sciences

**resources available:** prize for Indigenous students (Prix Claude-Kistabish), resource center for Indigenous students, Indigenous student meeting room with Indigenous coordinators (Salon Uatik, <https://www.facebook.com/SalONUatik/>), students' associations interested in Indigenous topics (in law, health, social sciences), indigenous Awareness Week (Semaine Mitig)

**financial aid available to students:** scholarship for Indigenous students, scholarship for students in Indigenous studies

**number of students in program:** about 30

**distance learning:** not yet

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**title of program:** DESS Récits et médias autochtones (Graduate Diploma in Indigenous Literatures and Media)

c/o Département de littératures et de langues du monde, C. P. 6128, succursale Centre-ville, Montréal (QC), H3C 3J7, Canada

- <http://llm.umontreal.ca/programmes-cours/recits-et-medias-autochtones/nouveau-dess-en-recits-et-medias-autochtones/>
- <https://www.facebook.com/indigenouslitandmedia.umontreal/>
- [sal.henzi@umontreal.ca](mailto:sal.henzi@umontreal.ca)

**department in which housed:** Département de littératures et de langues du monde

**name\title of head\director:** TBA; Sarah Henzi, interim contact

**degree(s) granted:** Graduate Diploma

**description of program offerings:** See <https://admission.umontreal.ca/programmes/dess-en-recits-et-medias-autochtones/>

**areas of faculty interest\expertise:** Indigenous literatures, film, visual arts, popular culture, new media, digital humanities; Indigenous methodologies, ethics, collaboration; decolonization, resurgence, politics, education

**resources available:** resource center for Indigenous students, student associations interested in Indigenous topics (multiple disciplines), Indigenous Awareness Week

**financial aid available to students:** Scholarship for Indigenous students, scholarship for students in Indigenous studies, award for Indigenous students

**number of students in program:** 6

**distance learning:** no

## Navajo Technical University

**title of program:** Diné Culture, Language, and Leadership

- Lowerpoint Road, State Hwy 371, Crownpoint NM 87313; (505) 786-4100, fax (505) 786-5644
- <http://www.navajotech.edu/academics/bachelor-of-arts>

**name\title of head\director:** Peter Moore, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** This 4 year-degree degree program is to produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles and other relevant occupations.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** counseling, child care services, food services, residential services, transportation (for commuting students), and services for students with special needs, tutoring, computer access, distance learning, and library services.

**financial aid available to students:** See <http://www.navajotech.edu/students/scholarships>



**number of students in program:** [information not provided]

**distance learning:** Yes – see <http://www.navajotech.edu/academics/online-courses>.

## University of Nebraska, Lincoln

**title of program:** Native American Studies

- 303 Seaton Hall, Lincoln NE 68588-0687; (402)472-1663
- <https://ethnicstudies.unl.edu/current-undergraduate>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Amelia Montes, Director

**degrees granted:** B.A. major and minor; Ph.D. and M.A. with an emphasis in Native American Studies.

**description of program offerings:** Courses focus on Anthropology, Plains Ethnology, Native American Literature, History, Psychology, Sociology, and more.

**areas of faculty interest\expertise:** Anthropology, English, Geography, Ethnic Studies, Psychology, Sociology, History, and Law.

**resources available:** The Campus Indian Students Club (UNITE - UNited InterTribal Exchange) sponsors programs, an annual pow-wow, and visiting speakers/lecturers. The university is home to the University of Nebraska Press which publishes *American Indian Quarterly* and many other outstanding Native American publications. The Native American Public Television (NAPT) is also housed at the university. Native American Studies promotes an awareness of Native American culture and knowledge to students, the university, the community, and national and international audiences.

**financial aid available to students:** Full scholarships are available to some Native American students. Partial scholarships may also be available.

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

## University of Nebraska at Omaha

**title of program:** Native American Studies

- College of Arts and Sciences, Native American Studies, ASH 106, University of Nebraska at Omaha, Omaha NE 68182-0150; (402)554-2829
- <http://www.unomaha.edu/college-of-arts-and-sciences/native-american-studies/index.php>

**name\title of head\director:** Beth R. Ritter, Director

**degrees granted:** Minors (undergraduate and graduate) in Native American Studies; also, B.A./B.S. in Interdisciplinary Studies (Native American Studies concentration), Bachelor of General Studies ("BGS") with Native American Studies concentration.

**description of program offerings:** We educate approximately 1,000 UNO students per year with a mission to serve urban Indians in our metropolitan region. Regular course offerings include: Introduction to Native American Studies, Native American Health and Wellness, Traditional Ecological Knowledge: Native Horticulture, Sacred Existence, Native American Storytelling, Asphalt Rez, Native Nations Business, Peoples and Cultures of Native North America, North American Archaeology, Native American Literature, Red Power Movement; History of North American Indians, History of the Sioux Tribe, History of Native American Environmentalism, Native American Religions, Contemporary Tribal Nation Building, Federal Indian Law, Indian Gaming, Native American Film, First Nations, Creative Spirit.

**areas of teaching faculty interest\expertise:** Brady DeSanti (Native American Religions, Shamanism); Michele Desmarais (First Nations, Medical Humanities); Regina Robbins (Native American Health and Wellness, Indigenous Research Methods); Kent Blansett (Red Power Movement, Native American History); Denny Smith (Sioux History, History of Native American Environmentalism); Barbara Robins (Native American Literature); Alan Osborn (North American Archaeology, Environmental Anthropology and Native Peoples of the Great Plains); Beth Ritter (Peoples and Cultures of Native North America; Native American Film); Lyn M. Holley (Gerontology); Travis Robbins (Traditional Ecological Knowledge: Native Horticulture); Maunka Morgan (Native Nations Business, Contemporary Issues); Carolyn K. Fiscus (Sacred Existence, Contemporary Nation Building, Native American Storytelling); Brooktyn Blood (Federal Indian Law, Indian Gaming); Cindy Krafka (Intro; Political Science); Catherine Warren (Intro; Native American History).

**resources available:** UNO Intertribal Student Council (ITSC), Native American student recruitment/retention specialist. Our program maintains a close relationship with the Native American peoples of Omaha and Nebraska at large. We provide outreach programs and host or co-host UNO Wambli Sapa Memorial pow wow, Native Film Festival, Trudell lecture series, public speakers, honoring ceremonies, and other presentations and activities throughout the year.

**financial aid available to students:** Goodrich Scholarship Program; Thompson Learning Community; Virginia Frank NAS Scholarship.

**number of students in program:** 50 undergraduate minors, 10 BGS concentrations, 10 graduate minors; 300 Native students on campus.

**distance learning:** Introduction to Native American Studies, Federal Indian Law, Indian Gaming, Peoples and Cultures of Native North America, History of Bison

## University of Nevada - Las Vegas

**title of program:** American Indian and Indigenous Studies

- 4505 S. Maryland Pkwy, Las Vegas, NV 89154; (702) 895-3011
- <https://www.unlv.edu/interdisciplinary/american-indian>

**department in which housed:** Interdisciplinary, Gender, and Ethnic Studies

**name\title of head\director:** William Bauer, Director

**degree(s) granted:** Minor

**description of program offerings:** The American Indian and Indigenous Studies minor focuses on the experiences of American Indian and Indigenous people in the Americas from an interdisciplinary and comparative perspective, which includes Anthropology, Art, English, History, Political Science, Sociology, and Women's Studies. This minor will provide an academic and scholarly foundation for students to study and interpret the needs and social/cultural, political, educational, and historical conditions of American Indians and Indigenous peoples in North America. It will help prepare students to work in settings that require an understanding of tribal sovereignty and serving and interacting with this diverse population.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## University of New Mexico

**title of program:** Native American Studies

- Mesa Vista Hall, 3rd Floor Rm 3080, MSC 06 3740, 1 University of New Mexico, Albuquerque NM 87131-0001; (505) 277-3917, fax (505) 277-1818
- <http://nas.unm.edu/>
- [nasinfo@unm.edu](mailto:nasinfo@unm.edu)

**name\title of head\director:** Tiffany S. Lee, Ph.D., Chair

**degrees granted:** M.A., B.A. (major and minor) in Native American Studies

**description of program offerings:** The M.A. degree offers a focus in Indigenous Leadership, Self-Determination, and Sustainable Community Building and requires 30 credits to complete. The M.A. in NAS 30 credits consists of 18 credits from the M.A. core courses and 12 credits from the focus area. The B.A. degree requires completion of 36 credit hours: 18 credits of required core courses; 12 credits from one of the two concentrations - Leadership & Building Native Nations or Indigenous Learning Communities; and 6 credits of additional upper division NATV courses. B.A. degree students in NAS are required to declare a Minor. The NATV Minor degree requires completion of 24 credit hours: 15 credits of required courses; 9 credits of upper division NATV courses. Course descriptions available on department website.

**areas of faculty interest\expertise:** NAS faculty represent a variety of Indigenous communities and have an array of discipline focus. The NAS Ph.D. faculty include Dr. Gregory Cajete (Santa Clara Pueblo), Dr. Tiffany Lee (Diné and Lakota), Dr. Lloyd Lee (Diné), Dr. Robin Minthorn (Kiowa Tribe of Oklahoma, Apache, Nez Perce, Umatilla and Assiniboine Nations), Dr. Leola Tsinnajinnie (Diné & Filipino), and Dr. Wendy Greyeyes (Diné). For additional biography and information on teaching philosophies, please visit the NAS website.

**resources available:** New Mexico is rich in Native culture and community resources. Facilities and programs that are housed in Native American Studies academic department include the 7000+ volume NAS library which includes the highly acclaimed Reno Collection.

**financial aid available to students:** The NAS program awards merit-based scholarships to Native American Studies M.A., B.A., or NAS Minors only who are enrolled at UNM. Applications are accepted annually and information is available by contacting the department.

**number of students in program:** Currently, there are approximately 1300 Native students enrolled and attending UNM main campus and about 80 students who are in the NAS M.A., B.A., or minor degree programs.

**distance learning:** Beginning Fall 2017, NAS offers a completely online B.A. degree program. Each semester the department offers many online or online-synchronous courses. Contact the department for more information.

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## New Mexico State University

**title of program:** Native American Studies

- MSC 3VB, P.O. Box 30001, Las Cruces NM 88003; (575) 650-6712
- <https://anthropology.nmsu.edu/anthro-undergrad/american-indian-studies/> (undergraduate)
- <https://anthropology.nmsu.edu/anthro-grad/graduate-minor-in-native/> (graduate)

**department in which housed:** Anthropology

**name\title of head\director:** Donald D. Pepion, Ed.D., Director

**degree(s) granted:** Minor (undergraduate and graduate)

**description of program offerings:** NAS focuses on Native American cultures and societies, deals with contemporary and historical experiences of American Indians, and examines the contributions of Indigenous peoples to life in the United States and other American nations. This specialized field has developed in reaction to Western academic views of Native Americans and to the frequently restrictive, disciplinary approach within universities to issues concerning Native peoples. The purpose of the Native American Studies Graduate Minor is to provide an opportunity for all students to learn about Native American cultures and societies, facilitate research and other creative activities that concern Native American peoples and that have potential benefit for them, and serve the University and State of New Mexico in ways that support and illuminate the rich heritage of Native American peoples.

**areas of faculty interest\expertise:** culture and ethnohistory of the indigenous Blackfoot peoples of Canada and the United States, Linguistics, Native American ethnography, Athapaskan languages and cultures, Southwestern archaeology, ritual in prehistory.

**resources available:** The American Indian Program (AIP); American Indian Student Center (AISC); Indian Resource Development Program ([ird@nmsu.edu](mailto:ird@nmsu.edu), phone: 575-646-1126 or 575-646-1347; United Native American Organization (UNAO); Native American Student Business Association (AISES).

**financial aid available to students:** Indigenous Nations for Community Action Scholarship for NAS students

**number of students in program:** about 45 students are enrolled each semester.

**distance learning:** The Native American Studies undergraduate minor offers on-line courses each semester.

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## University of North Carolina - Chapel Hill

**title of program:** American Indian Studies

- Department of American Studies, 227 Greenlaw Hall CB#3520, Chapel Hill NC 27599-3520; (919) 962-5481; fax (919) 962-3520
- <http://americanindianstudies.unc.edu/>
- [richotte@unc.edu](mailto:richotte@unc.edu)

**program in which housed:** American Studies

**name\title of head\director:** Keith Richotte, Jr., Coordinator

**degree(s) granted:** B.A. major concentration, B.A. minor, Ph.D. in a number of different departments

**description of program offerings:** Introduction to the Cultures and Histories of Native North America, Approaches to American Indian Studies, Native American History: The East, Native American History: The West, Native American Tribal Studies, Native America in the 20th Century, Indigenous Storytelling, Native Americans in Film, American Indian Novels, Beyond Red Power: American Indian Activism since 1900, The Long 1960s in Native America, American Indian Art and Material Culture through Interdisciplinary Perspectives, Digital Native America, America's Threatened Languages, Federal Indian Law and Policy, American Indians and American Law, Elementary Cherokee Language I, Elementary Cherokee Language II, Intermediate Cherokee Language II, Intermediate Cherokee Language II, Ancient Cities of the Americas, American Indian Societies, Native American Cultures, Archaeology of South America, Ancestral Maya Civilization, Archaeology of North America, Archaeology of Food, Archaeology of the American South, Native Languages of the Americas, Native Writers, Field School in North American Archaeology, Introduction to the Art and Architecture of Pre-Hispanic Mesoamerica, Art of the Aztec Empire, Native American Art and Culture, Latin America under colonial Rule, Introduction to Mexico, History of the Andes, Latin American Indigenous Peoples, Mexico, 1750-1870, Ancient Mayan Hieroglyphs, Mesoamerican Languages and Linguistics, Introduction to Yucatec Maya, Latin American Cultural Topics, Mesoamerica through Its Native Literatures, Indigenous Literatures and Cultures of the Americas, Guarani Linguistics, Native and Christian.

**areas of faculty interest\expertise:** American Indian and Indigenous anthropology, archeology, art, expressive culture, history, languages, law, literature, policy, politics, and religion.

**resources available:** American Indian Center programs (<http://americanindiancenter.unc.edu/>), Carolina Indian Circle (undergraduate), First Nations Graduate Circle (graduate), American Indian Science and Engineering Society (AISES), Native American Law Students Association (NALSA), Alpha Pi Omega

Sorority, Phi Sigma Nu Fraternity, Carolina Seminar in American Indian and Indigenous Studies, VOICES, Michael D. Green Lecture in American Indian Studies, Elder-In-Residence Program.

**financial aid available to students:** Yes, Contact the UNC Scholarship and Student Aid Office (<http://studentaid.unc.edu/>) including: The Pogue Scholarship, North Carolina American Indian Incentive Grant, and other scholarships, grants, loans, work-study.

**number of students in program:** approximately 10-20

**distance learning:** no

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## University of North Carolina at Pembroke

**title of program:** American Indian Studies

- PO Box 1510, Pembroke NC 28372-1510; (910)521-6266 or (800) 949-8627
- <http://www.uncp.edu/departments/american-indian-studies>

**name\title of head\director:** Dr. Mary Ann Jacobs, Chair

**degrees granted:** B.A. major, minor, or concentration.

**description of program offerings:** In addition to core courses, majors select one of four tracks: Peoples and Histories Focus, Stories and Literatures Focus, Social and Cultural Issues Focus, or General Focus. Courses include Introduction to American Indian Studies, North American Indian History, Latin American History and Culture, Indians of the Southeast, Federal Policy, American Indian Religious Traditions, American Indian Literatures, Indian Residential and Boarding School Narratives, American Indian Sports Heritage, American Indian Art History, Indigenous Women, American Indian Health, American Indian Education, Native American Populations, Archaeology in North Carolina, Contemporary Issues of American Indians, Video Ethnography, American Indian Indians and Film, and Special Topics courses. Most courses are also cross-listed in the Art, Literature, History, Religion, Sociology and Social Work departments.

**areas of faculty interest\expertise:** Native American literature, health, religion, folklore, oral traditions, archaeology, art, education, Southeastern Indian history and culture (particularly Indigenous groups and tribes of NC), travel-study opportunities, and social service provision in Native American communities.

**resources available:** Native American Resource Center (museum), Native American Student Organization, the Native American Student Movement, American Indian Science and Engineering Society, American Indian Fraternities and Sororities and the Southeast Indian Studies Conference (April).



**financial aid available to students:** Several small scholarships (awarded annually).

**number of students in program:** 15 - 25 majors, minors and concentrations.

**distance learning:** Online courses in Intro to American Indian Studies, Federal Policy, Federal Indian Law, and Native American Literature.

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## University of North Carolina-Wilmington

**title of program:** Native American Studies

- Lee Schweninger, Coordinator, c/o Department of English, UNCW, 601 S. College Rd., Wilmington NC 28403; (910) 962-3539
- <http://www.uncw.edu/nas/>
- [schweningerL@uncwil.edu](mailto:schweningerL@uncwil.edu)

**department in which housed:** English

**name\title of head\director:** Lee Schweninger, Coordinator

**degree(s) granted:** B.A. Minor

**description of program offerings:** Anthropology of Native Americans; American Indian Literatures; American Indian History; Native South Americans; Native North Americans; New World Archeology; Ethnohistory of Southeastern Indians; Native American Religious Traditions; American Indians in the 20<sup>th</sup> Century; other appropriate courses may satisfy the elective requirements if approved by the coordinator.

**areas of faculty interest\expertise:** Native American Literatures, Schweninger; American Indian History, LaVere; Native American Religion, Walt Conser; Anthropology, Patricia Lerch (ethnology and ethnography).

**resources available:** Student Indian Cultural Association.

**financial aid available to students:** none.

**number of students in program:** 2-3.

**distance learning:** no

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## North Carolina State University

**title of program:** Native American Studies



- 369 Withers Hall, Campus Box 8108, Raleigh NC 27695; (919) 515-3638
- <https://ids.chass.ncsu.edu/studies/nativeamericanminor.php>
- [jkertes@ncsu.edu](mailto:jkertes@ncsu.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Dr. Judy Kertesz, Director

**degree(s) granted:** minor

**description of program offerings:** 15 credit hour academic minor.

**areas of faculty interest\expertise:** Native Peoples and Cultures of North America, Native American Literature, Native American History, Andean South America, The American West, Early American Frontier.

**resources available:** Office of Native American Student Affairs; Native American Student Organization; Native American Pow Wow.

**financial aid available to students:** [Information not provided]

**number of students in program:** [Information not provided]

**distance learning:** [Information not provided]

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## University of North Dakota

**title of program:** American Indian Studies

- 221 Centennial Drive, Stop 7103, Grand Forks ND 58202; (701)777-4650
- <http://arts-sciences.und.edu/american-indian-studies/>

**name\title of head\director:** Hans Broedel, Chair

**department in which housed:** History

**degrees granted:** B.A. major or minor.

**description of program offerings:** The Indian Studies program offers an expanded approach to the study of American Indian history and contemporary Native cultures and societies. It also promotes a multidisciplinary understanding of historic and contemporary political and economic realities. The department is engaged in enabling the University to serve reservation communities. Courses include: Federal Law and Native Communities; Ethnohistory of North America; Health and American Indian Cultures; Sustainable

Communities; Native Cultural Landscapes; Dynamics of Conquest; Education and American Indians; American Indian Women.

**areas of faculty interest\expertise:** Ecology, ethnohistory, politics, economic development, identity, literature, gender roles, early history, oral traditions, Plains and Woodlands cultures, languages, community health, education.

**resources available:** Indian Studies Association (student organization). UND has an American Indian Student Services center. North Dakota has four Indian reservations: Turtle Mountain, Fort Berthold, Devils Lake, and Standing Rock. Other close reservation communities in Minnesota include Red Lake, Cass Lake, and White Earth in Minnesota, Sisseton-Wahpeton, and Canadian First Nation communities. UND libraries offer a good collection of American Indian resources and hold important American Indian documents in special collections. the Indian Studies Department has close relations to the Law School, which offers a specialization in American Indian Law. UND students organize an annual Powwow and Time Out Week in spring, which is a week-long presentation of American Indian issues. UND offers INMED, INPSYCH and other programs, and has a very active McNair program to encourage underrepresented students attend graduate school.

**financial aid available to students:** Tuition waivers through the University, including a number of minority tuition waivers, are available.

**number of students in program:** around 3 majors, a few minors.

**distance learning:** Yes, but a limited number of courses.

## Northeastern State University

**title of program:** American Indian Studies

- American Indian Studies Program, College of Liberal Arts, Tahlequah OK 74464; (918) 444-3698
- <https://academics.nsuok.edu/chokeeeindigenous/CherokeeandIndigenousStudiesHome.aspx>

**department in which housed:** Cherokee and Indigenous Studies

**name\title of head\director:** Dr. Benjamin R. Kracht, Department Chair; Dr. Candessa Tehee, Cherokee Language Program Coordinator

**degrees granted:** B.A. major or minor, American Indian Studies; B.A., Cherokee Cultural Studies; B.A., Cherokee Education

**description of program offerings:** The American Indian Studies program offers a multidisciplinary approach to understanding Native American peoples. Courses are offered in anthropology, history, English and languages, political science, criminal justice, and social work; majors and minors also have access to the Cherokee language program (Dr. Candessa Tehee, Coordinator). The Cherokee Cultural Studies program involves studies of the Cherokee language and in depth studies of Cherokee history. Students can specialize in Cultural Heritage, Language Revitalization, or Self-Determination and Sovereignty. The B.A.E. Cherokee program prepares future Cherokee language teachers working in immersion environments. Classes involve Cherokee language studies, skills and knowledge in language acquisition, cultural awareness, and teaching methods and practices.

**areas of faculty interest\expertise:** Faculty have a broad background in Native American subjects; however, the principle areas of interest\expertise are Southeastern Tribes, particularly the so called Five Civilized Tribes; Plains Indians; and Mesoamerica.

**resources available:** Tahlequah is the historic capital of the Cherokee Nation of Oklahoma. The headquarters of the Cherokee Nation are located nearby. The Cherokee National Historical Society and the Cherokee Heritage Center are at Park Hill, about three miles south of Tahlequah. The Special Collections Division of the University Library contains extensive and well-maintained resources about the Five Civilized Tribes with a particular emphasis on the Cherokee Indians. The University supports an active chapter of the American Indian Science and Engineering Society and an American Indian scholars honors program. The Northeastern State University Center for Tribal Studies offers non-credit workshops about contemporary Indian issues, and an annual Indian Symposium is presented each spring on campus. The Office of Student Affairs sponsors a Native American Students Association. Native American Development Center. There are fieldwork opportunities for students in southwestern Oklahoma, as well as internships with historical societies and museums in northeastern Oklahoma. Immersive learning trips alternate between visiting Pueblos in New Mexico and Cherokee, North Carolina.

**financial aid available to students:** Contact: Director, Student Financial Services, Northeastern State University, Tahlequah OK 74464, (918) 456-5511 ext. 3456.

**number of students in program:** c. 20 majors.

**distance learning:** Core classes in the AIS major, as well as a number of electives, are online.

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## Northern Arizona University

**title of program:** Applied Indigenous Studies

- Applied Indigenous Studies, Bldg SBS West Building 70 Rm #100; (928) 523-6219

- <http://home.nau.edu/sbs/ais/>
- [AIS@nau.edu](mailto:AIS@nau.edu)

**name\title of head\director:** Karen Jarratt-Snider, Chair

**degree(s) granted:** B.A., B.S. in Applied Indigenous Studies; minors in Indigenous Health, Applied Indigenous Studies, and Tribal Public Administration; Graduate Certificate in Indigenous and Tribal Nationhood (online)

**description of program offerings:** The mission of Applied Indigenous Studies is to provide students with the knowledge and tools to contribute to the sustainability of indigenous communities in the 21st century. Using a curriculum to community approach, students in AIS are prepared to move from learning to action, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad. Our students gain skills in academic areas of critical need such as economic development, cultural resource management, traditional knowledge, policy articulation, and environmental studies, as well as learn how to apply those skills in such settings.

**areas of faculty interest\expertise:** Native nation-building, North American; Central American, and South American Indigenous history; Indigenous knowledge; political organization and federal/tribal legal relations; economic development; environmental and ecosystem management studies; cultural sustainability, Native Americans and athletics, comparative indigenous political movements and relations to state powers; language policy and education; health delivery and food systems; global indigeneity; tribal environmental management; Indigenous environmental justice.

**resources available:** Traditional Navajo Hogan, Native American Cultural Center, Native American Student Services, Commission for Native Americans, Center for American Indian Economic Development, Institute for Tribal Environmental Professionals, American Indians Science & Engineering Society (AISES), Native American Business Organization (NABO), Connecting Higher Education Indigenously (CHEI), and other student organizations.

**financial aid available to students:** Federal and state financial aid programs; tribal and university scholarships.

**number of students in program:** About 25 majors and dual majors, 35 minors. NAU has one of the largest enrollments of Native American students of any four-year university in the United States. NAU also boasts strong partnerships and collaborative programs with over 70 Native American tribes throughout the southwest and beyond.

**distance learning:** We offer distance learning options for all but one of our core courses.

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## University of Northern British Columbia

**title of program:** First Nations Studies

- 3333 University Way, Prince George, British Columbia V2N 4Z9; (250) 960-5595 or Fax: (250) 960-5545
- <http://www.unbc.ca/first-nations-studies>

**name\title of head\director:** Dr. Gary Wilson, Chair

**degree(s) granted:** M.A., B.A., 8 Certificates, 2 Diplomas.

**description of program offerings:** [See website.] FNST courses are also offered at UNBC's regional campuses: in Quesnel (Southern Region), Terrace and Prince Rupert and at Wilp Wilxo'oskwhl Nisga'a Institute (WWNI) in Gitwinksihlkw (Western Region).

**areas of faculty interest\expertise:** We have 5 tenure/tenure track faculty and approximately 5 adjunct faculty members and 4 sessional instructors some of whom are community members (Elders, et cetera). A full list of their areas of expertise is on our web site.

**resources available:** First Nations Centre, Northern Advancement Program; FNST undergrad student advisor April Tod; MA grad advisor, Dr. Dr. Agnes Pawlowska-Mainville.

**financial aid available to students:** Various scholarships, fellowships, and awards.

**number of students in program:** 14 M.A

**distance learning:** We are presently not offering distance learning.

## Northern Kentucky University

**title of program:** Native American Studies

- Nunn Drive, Highland Heights KY 41099; (859) 572-5259, fax 572-6086
- <https://inside.nku.edu/artsci/departments/sapdept/anthropology/undergraduate-programs/native-american-studies-minor.html>

**department in which housed:** Department of Sociology, Anthropology, and Philosophy

**name\title of head\director:** Douglas Hume, Program Advisor

**degrees granted:** B.A., B.S. w/ minor in Native American Studies.

**description of program offerings:** A variety of courses from the disciplines of anthropology (and archeology), English, history, religious studies, and sociology.

**areas of faculty interest\expertise:** Anthropology, archaeology, English, history, geography, sociology, religious studies, Cherokee, Shawnee, Ojibwa, Lakota Sioux, Coeur d'Alene, Blackfoot, Dine' (Navajo), Eyak, Aztec, Maya, North American and Mesoamerican prehistory and history, and Indians of the Ohio Valley.

**resources available:** Annual award to "Outstanding Native American Studies Student," First Nations Student Organization, Student Anthropology Society, annual trip to reservation in the Dakotas, annual archaeology field school at prehistoric Fort Ancient village site in KY, NKU Museum of Anthropology, Kentucky Native American Heritage Commission, Kentucky Center for Native American Art and Culture, Cincinnati Museum Center at Union Terminal, Cincinnati Art Museum, and nearby archaeological sites and exhibits.

**financial aid available to students:** Available through the University.

**number of students in program:** 9 Native American studies minors and 95 anthropology majors.

**distance learning:** Not at this time.

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## Northern Michigan University

**title of program:** Center for Native American Studies

- Northern Michigan University, 1401 Presque Isle Avenue, Marquette MI 49855; (906) 227-1397; fax (906) 227-1396
- <http://www.nmu.edu/nativeamericanstudies/>
- [cnas@nmu.edu](mailto:cnas@nmu.edu)
- The NMU Center for Native American Studies can also be found on Facebook and Flickr

**name\title of head\director:** April Lindala, Director and Associate Professor

**degrees granted:** A.A., B.A., M.A.

**description of program offerings:** With [plans of study](#) rooted in Great Lakes Indigenous (Anishinaabe) perspectives, the Center for Native American Studies at Northern Michigan University prepares students for futures in respectful tribal engagement, education and traditional arts, language learning, community and environmental work, research and academic pursuits within the discipline of Native American Studies ... the possibilities are endless!

Here we believe that "Minowaan'mewizing bmi'iyang maampii akiing" ("The gift is in the journey"), where the study of Native American knowledge, culture, and history becomes a journey of lifelong learning and reciprocity with Indigenous communities.

**areas of faculty interest\expertise:** Full time NAS faculty members include Martin Reinhardt, Ph.D. in Educational Leadership and Jud Sojourn, Ph.D. in Indigenous Studies. Additional contributing faculty members include Shirley Brozzo (MFA), Grace Chaillier (MFA), Aimee Cree Dunn (MA), KBIC Associate Judge Violet Friisvall (MPA), Valoree Gagnon, Ph.D., Patricia Killelea, Ph.D. in Native American Studies, Jamie Kuehnl (MA), and Leora Lancaster.

**resources available:** The NMU Center for Native American Studies oversees a resource room of books, journals, and videos. The NMU Center oversees an outdoor fire site for multiple purposes.

**financial aid available to students:** Michigan Indian Tuition Waiver (for qualified students); Bureau of Indian Affairs grants; Higher Education Grants from Tribes; Board of Trustees Grants, Triple A Scholarships; and King\*Chavez\*Parks Future Faculty Fellowships (for students enrolled in a M.A. or M.F.A. program). Work study and Pell grants are available for students who meet financial aid criteria.

**number of students in program:** Currently 14 NAS majors and 25 NAS minors. Approximately 325 students at NMU self-identify as American Indian (Fall 2018).

**distance learning:** NMU Global Campus and Native American Studies are striving to make classes available online. Native American Studies offers multiple classes that utilize Zoom video as an option including Anishinaabe Language, Culture and Community.

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## Northland College

**title of program:** Native American Studies Department

- 1411 Ellis Ave., Ashland WI 54806; (715) 682-1204/1214
- <https://www.northland.edu/academics/undergraduate/na-studies/>

**name\title of head\director:** Kyle Bladow, program coordinator

**degrees granted:** B.A. Major and Minor

**description of program offerings:** Offers a major and minor in Native American and Indigenous Studies, with emphases in literature and media, gender studies, museum studies, and social justice.

**areas of faculty interest\expertise:** Indigenous environmental and traditional knowledge, history, literature, arts and media, land use, material culture, political activism, and Indigenous gender studies.

**resources available:** Three faculty members, including an Ojibwe language instructor; the Native American Student Association; the Indigenous Cultures Center; and the Native American Museum. Northland College is also within a 90-minute drive of six Ojibwe reservations, whose members include vital partners to the program.

**financial aid available to students:** Please visit <https://my.northland.edu/aid/finaid>.

**number of students in program:** [Information not provided]

**distance learning:** None currently.

## Northwest Indian College

**title of program:** Native Studies Leadership

- 2522 Kwina Rd., Bellingham, WA 98226; (360) 676-2772
- <http://www.nwic.edu/life-on-campus/degrees-and-certificates/bachelor-of-arts-in-native-studies-leadership/>

**name\title of head\director:** Lexie Tom, Ph.D., Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** The Native Studies Leadership Program is the journey to self-determination and reclaiming our cultural sovereignty. Traditional knowledge is our canoe. It moves us away from the western genre that has shaped and determined a false sense of “who we are” and towards our original identity – an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homelands.

**areas of faculty interest\expertise:** Political Science, History, Indigenous Research, and Contemporary Issues in Indian Country.

**resources available:** [information not provided]

**financial aid available to students:** Contact [financialaid@nwic.edu](mailto:financialaid@nwic.edu) / (360) 392-4206

**number of students in program:** [information not provided]

**distance learning:** Yes – see <http://www.nwic.edu/life-on-campus/distance-learning/>



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## Nueta Hidatsa Sahnish College

**title of program:** Native American Studies

- PO Box 490 / 220 College Dr, New Town ND 58763; (701) 627-4738
- <https://nhsc.edu/>

**department in which housed:**

**name\title of head\director:** Waylon Baker, Vice-President of Academics

**degree(s) granted:** B.A. Major

**description of program offerings:** The NAS program is an interdisciplinary program focused on the Indigenous peoples of the Americas with an emphasis on the Plains Indians, particularly the Mandan, Hidatsa, and Arikara. The curriculum provides an interdisciplinary and scholarly approach to Native American Studies from a Native perspective. The comprehensive program structure is designed to prepare students for employment within and outside their Native communities, to provide foundational courses for students continuing in Native American Studies or entering other disciplines, and to offer intellectually stimulating studies for student scholars and community members. The NAS program uses a variety of applicable college resources ranging from laboratories of the hard science to the philosophical discussions of research methodologies proposed by other departments.

**areas of faculty interest\expertise:** Native American Art, Federal Indian Law & Policy, Native American Literature, Traditional Plains Cultures, Native American Ecological Knowledge, Native American Environmental Issues and the Media, Hidatsa and Arikara languages.

**resources available:** American Indian Business Leaders (AIBL), the All Chiefs Society, American Indian Science Engineering Society (AISES), Horse Nation Student Club

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** Yes.

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## Oglala Lakota College

**title of program:** Lakota Studies

- 490 Piya Wiconi Road, Kyle SD; (605) 455-6000, fax (605) 455-2787
- [http://www.olec.edu/departments/lakota\\_studies.htm](http://www.olec.edu/departments/lakota_studies.htm)
- [support@olec.edu](mailto:support@olec.edu)

**name\title of head\director:** Karen Lone Hill, Chair

**degree(s) granted:** B.A. Major

**description of program offerings:** The Lakota Studies Department offers four degrees and a Lakota Language Certificate. The department also provides the focus for the entire college in maintaining a Lakota perspective. All students are required to take courses offered by the Lakota Studies Department in order to increase their knowledge of Lakota heritage and to prepare themselves for contributing to the continuation of the Lakota Oyate traditions and values. The department provide assistance to other departments, offers community workshops/forums, assists in the maintenance of materials relevant to tribal history and culture, and serve to help maintain the Lakota language. Courses within the Lakota Studies Department range across disciplines. They are taught according to accepted standards within the disciplines of art, music, language, literature, history, political science, psychology, sociology, science, and religion.

**areas of faculty interest\expertise:** Lakota Language, Lakota Oral Literature, Native American Psychology, Lakota Thought and Philosophy, Traditional Plants, Food, and Herbs, American Indian Women.

**resources available:** [information not provided]

**financial aid available to students:** See  
[http://www.olec.edu/student\\_services/fin\\_aid\\_links/scholar\\_links/olec\\_scholarships.htm](http://www.olec.edu/student_services/fin_aid_links/scholar_links/olec_scholarships.htm)

**number of students in program:** [information not provided]

**distance learning:** Yes.

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## Ohio State University

**title of program:** American Indian Studies

- American Indian Studies, 455 Hagerty Hall, 1775 College Rd., Columbus OH 43210
- <http://americanindianstudies.osu.edu/>

**name\title of head\director:** Daniel Rivers, Director

**degree(s) granted:** Minor

**description of program offerings:** Ohio State University offers undergraduate and graduate courses in American Indian studies in the departments of English, Comparative Studies, History, Anthropology, and Art Education. An interdisciplinary center for the study of Ohio's ancient earthworks and Native heritage is at OSU-Newark. The Office of American Indian Student Services supports students at OSU and collaborates in developing initiatives. Native students are involved in a number of academic, activist, and social organizations.

**areas of faculty interest\expertise:** English, Comparative Studies, History, Anthropology, and Art Education

**resources available:** American Indian Student Services, American Indian Alumni Society, American Indian Council, AISES

**financial aid available to students:** Some.

**number of students in program:** [Information not provided.]

**distance learning:** We are finalizing our online program in Museum Education in the Art Education--it will be a Master online program with an emphasis in American Indian Studies.

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## University of Oklahoma

**title of program:** Native American Studies

- 860 Van Vleet Oval, Copeland Hall 235, Norman, OK 73019; (405) 325-2312
- <http://nas.ou.edu/>
- [nas@ou.edu](mailto:nas@ou.edu)

**name\title of head\director:** Amanda Cobb-Greetham, Chair

**degrees granted:** B.A., M.A., Joint M.A./J.D. With OU College of Law

**description of program offerings:** Since 1994, a vibrant and growing Native American Studies program has attracted and served students of diverse backgrounds and academic interests who are committed to using distinctly Native American perspectives to place the sovereignty of Native nations and the cultures of Native peoples at the center of academic study. The Native American Studies curriculum currently supports intensive study in three interrelated areas of emphasis that are synthetic and interdisciplinary in nature: Tribal Governance and Policy; Indigenous Media and Arts; and Language, History, and Cultural Knowledges. The curriculum is, at the same time, focused and flexible. Students are encouraged to combine areas of emphasis according to their own scholarly and

professional goals. Student may take courses in Cherokee, Choctaw, Kiowa, and Creek languages. BA and MA degrees are awarded through Native American Studies. In addition, students may pursue a joint MA/JD in Native American Studies and Law as well as a graduate certificate in American Indian Social Work. In the past twenty years, Native American Studies has awarded over 200 degrees; NAS alumni have distinguished themselves in a wide range of careers some of which include: tribal government, law, health policy, filmmaking and media, historic preservation, language revitalization, and education.

**areas of faculty interest\expertise:** Sovereignty, Law, and Policy, American Indian Education Policy, Contemporary Indigenous Media and Arts, Representation and Cultural Production, Religion and Spirituality, Gender and Sexuality.

**resources available:** American Indian students can take advantage of the American Indian Student Support Services which provides academic support, counseling, financial aid advisement, and sponsors student activities. There are 11 American Indian student associations on the OU campus. The University of Oklahoma located 20 miles south of Oklahoma City in Norman, is the flagship comprehensive university in the state. Oklahoma is home to 39 tribal nations, each of which has a distinctive culture, history, and government. OU is ideally situated to serve the educational needs of Native and non-Native students, providing a place for students to deepen their understanding of the unique political status of tribes and to examine the contemporary tribal issues, as well as tribal cultures and histories. OU is home to many significant Native resources including the Western History Collection, the Fred Jones Art Museum, the Sam Noble Museum of Natural History, the OU College of Law and American Indian Law Review, the Native American Language Program, the American Indian Institute, and the Jacobson House Art Center.

**financial aid available to students:** Information is available through OU Student Financial Center. 1000 Asp Ave, Buchanan Hall 105, Norman, OK 73019. 405-325-9000. <http://www.ou.edu/sfc>. Also, the American Indian Programs & Services, [http://www.ou.edu/studentlife/diverse\\_communities/american\\_indian\\_studentlife](http://www.ou.edu/studentlife/diverse_communities/american_indian_studentlife), within the Center for Student Life, provides assistance and referrals for financial aid: Oklahoma Memorial Union, Rm. 370. TEL (405) 325-3163.

**number of students in program:** 50

**distance learning:** No distance learning programs; some online courses.

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## Oklahoma State University

**title of program:** Native American Studies

- Oklahoma State University, Center for American Indian Studies, 104 Life Sciences East, Stillwater OK 74078; (405)744-1085
- [amis.okstate.edu](http://amis.okstate.edu)
- [AmericanIndian@okstate.edu](mailto:AmericanIndian@okstate.edu)

**name\title of head\director:** John M. Chaney, Ph.D., Director

**degrees granted:** Minor.

**description of program offerings:** Introduction to American Indian Studies; American Indian Sovereignty; American Indian Entrepreneurship; North American Indian Art & Cultures; Frontier and American Culture; Native American Literature; Readings in the American Experience; Mvskoke Language and Culture, Indians in America (History); Geography of Indian Country; Managing Diversity in the Workplace; Minority, Ethnic & Regional Psychology of Minorities; Minorities in American Politics; Religions of Native Americans; Exploration in Sociological Issues; Multicultural Psychology.

**areas of faculty interest\expertise:** American Indian anthropology, American Indian literature, American Indian law & sovereignty, American Indian history, contemporary and historical American Indian education, American Indian psychology, American Indian religions, American Indian entrepreneurship.

**resources available:** Center for American Indian Studies (AMIS), Native American Faculty and Staff Association (NAFSA), Native American Students Association (NASA), American Indians in Science and Engineering (AISES), Native Americans in the Biological Sciences (NABS), American Indians Into Psychology (AIIP).

**financial aid available to students:** Out-of-state tuition waiver for Native American students (must maintain a 2.5 GPA or higher); Native American Faculty and Staff Scholarship(s); American Indians Into Psychology undergraduate and graduate scholarships.

**number of students in program:** 1,400 on campus as of September 5, 2012

**distance learning:** no

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## University of Oregon

**title of program:** Native American Studies Program

- Native American Studies Program, Ethnic Studies Department, 818 E. 15th Ave, 5268 University of Oregon, Eugene, OR 97403-5258 ; (541)346-0900
- <http://nativestudies.uoregon.edu>

**department in which housed:** Ethnic Studies

**name\title of head\director:** Brian Klopotek, Academic Advisor

**degree(s) granted:** Minor in Native American Studies

**description of program offerings:** Wide range of interdisciplinary and disciplinary classes in NAS.

**areas of faculty interest\expertise:** Federal Recognition of Indian Tribes; Tribal Sovereignty; Indigenous Education; Cherokee Nationalist Literature; Native Theater; Hawaii; Gender and Sexuality; Performance; Race and Indigeneity; Lakota History; Native history/ethnohistory; Louisiana Indians; Genocide; Media Studies; Cinema Studies; Native Environmental Studies; Black/Indian Relations; Settler Colonialism; Linguistics; Sahaptin Language; Chinuk Wawa; Native American Philosophy; Archaeology; Ethnography.

**resources available:** Native American Student Union (NASU) (<http://pages.uoregon.edu/asuonasu/>); annual Mother's Day celebration and pow-wow (<http://oei.uoregon.edu/45th-annual-mothers-day-pow-wow>); Many Nations Longhouse (<http://calendar.uoregon.edu/ManyNationsLonghouse#.U81h8Pkuh5E>); Northwest Indian Language Institute (<http://pages.uoregon.edu/nwili/>); academic resources and cultural support for Native American students through the Center for Multicultural Academic Excellence (<http://cmae.uoregon.edu/>), the Office of Equity and Inclusion (<http://oei.uoregon.edu/>), and TriO (<http://tlc.uoregon.edu/programs.html>) programs; The College of Education's Sapsik'walá Project (<https://education.uoregon.edu/program/sapsikwala-project>); Native American Law Students Association (<http://law.uoregon.edu/org/nalsa/>); The Bridge of the Gods Summer Academy (<http://oei.uoregon.edu/content/bridge-gods-summer-academy-bogsa>); Native Opportunities (<http://opportunities.uoregon.edu/native-opportunities/>) program; UO Connections (<http://admissions.uoregon.edu/visit/connections.htm>).

**financial aid available to students:** standard federal programs; Diversity Excellence Scholarship ([http://financialaid.uoregon.edu/diversity\\_excellence\\_scholarship](http://financialaid.uoregon.edu/diversity_excellence_scholarship)); the UO offers in-state tuition to all members of the tribes and bands that have a historic relationship to the land that became Oregon regardless of their current state of residence, a savings of nearly \$20,000 (<http://admissions.uoregon.edu/freshmen/residency/tribes>).

**number of students in program:** 10-15 (the number of Native students at the UO is much higher).

**distance learning:** no

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## University of Ottawa

**title of program:** Études Autochtones/Aboriginal Studies Program (EAS)

- Institute of Canadian and Aboriginal Studies, William Commanda Building, 52 University, Ottawa ON Canada K1N 6N5; (613) 562-5111, fax (613) 562-5216
- <http://arts.uottawa.ca/canada/en>
- [iecasec@uottawa.ca](mailto:iecasec@uottawa.ca)

**name\title of head\director:** Timothy Stanley, Interim Chair

**degree(s) granted:** B.A. major and minor

**description of program offerings:** See website.

**areas of faculty interest\expertise:** history, religion, environment, law, geography, Metis studies, Indigenous pedagogy.

**resources available:** Mashkawaziwogamig: Indigenous Resource Centre, Aboriginal Studies Students' Association

**financial aid available to students:** See university website.

**number of students in program:** 60

**distance learning:** no

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## University of Pennsylvania

**title of program:** Native American & Indigenous Studies

- c/o Margaret M. Bruchac, Department of Anthropology, University of Pennsylvania, Penn Museum, Room 416, 3260 South Street, Philadelphia PA 19104; (215) 898-6989
- <https://nais.sas.upenn.edu/>
- [mbruchac@sas.upenn.edu](mailto:mbruchac@sas.upenn.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Dr. Margaret M. Bruchac, Coordinator

**degree(s) granted:** B.A. minor in Native American & Indigenous Studies; Graduate Study in NAIS

**description of program offerings:** The Native American and Indigenous Studies Initiative at the University of Pennsylvania coordinates NAIS studies with more than 19 faculty teaching more than 35 courses across 12 departments (including Anthropology, Art History, Education, Folklore, History, Law, Linguistics, Religious Studies, etc.) and four different schools (Education, Nursing, Law, and the School of Arts and Sciences).



The NAIS Minor is inter-disciplinary, requiring courses from at least three different departments. A number of new NAIS courses are currently in development. See: <http://nais.sas.upenn.edu/native-american-indigenous-studies-courses>. NAIS graduate students at UPenn include Indigenous scholars (members of Native American, First Nations, or other Indigenous nations) working with their home communities or with other Indigenous peoples, and non-Native scholars collaborating with Indigenous communities. For example: education students have assisted with language restoration projects in Pennsylvania, Peru, Bolivia, and Ecuador; nursing students work with practitioners of traditional Cherokee medicine and with impoverished western reservation communities; anthropology students collaborate with Mayan, Australian Aboriginal, Southwestern Pueblo, Northeastern Algonkian, and Canadian Haudenosaunee communities, among many others. See: <https://nais.sas.upenn.edu/nais-research-resources-penn>.

**areas of faculty interest\expertise:** Dr. Margaret M. Bruchac (Anthropology); Dr. Eugene Buckley (Linguistics); Dr. Clark Erickson (Anthropology); Dr. Wendy Grube (Nursing); Dr. Nancy H. Hornberger (Education); Dr. Megan Kassabaum (Anthropology); Dr. Richard Leventhal (Anthropology); Dr. Timothy Powell (Religious Studies); Catherine Struve, J.D. (Law); Dr. Daniel Richter (History); for links to all of the above faculty, see: <https://nais.sas.upenn.edu/native-american-indigenous-studies-faculty-penn>.

**resources available:** The University of Pennsylvania Museum of Archaeology and Anthropology (Penn Museum) offers a wide variety of collections, exhibits, archives, and other resources for study. (<http://www.psu.edu/visitors-and-neighbors/museums>). The Penn Museum's newest exhibition---"Native American Voices: The People-Here and Now"---challenges common stereotypes and explores the issues of language loss and revitalization, identity, representation, and on-going political activism in support of sovereignty and self-determination (<http://www.penn.museum/sites/nativeamericanvoices/>). The Penn Cultural Heritage Center (<http://www.pennchc.org/page/>) is dedicated to expanding awareness and promoting discussion and debate about the complex issues surrounding the world's endangered cultural heritage; the Center also works to stop the illicit movement of antiquities, and offers opportunities for fieldwork with Indigenous communities in North American, Central America, and Latin America. Penn's NAIS faculty are also forging knowledge-sharing partnerships with First Nations communities, academic institutions, and cultural heritage organizations. Examples include: the Digital Repatriation Project at the American Philosophical Society; the Indigenous Knowledge Centre at Ohsweken, Six Nations Ontario; the Hiawatha Institute for Indigenous Knowledge, at Syracuse University, New York; and the Great Lakes Research Alliance for the Study of Aboriginal Arts and Culture in the US and Canada. See: <https://nais.sas.upenn.edu/nais-research-resources-penn>.

**financial aid available to students:** Although there is no specific financial aid dedicated to NAIS, the University of Pennsylvania does offer a wide range of financial aid. Undergraduate student applicants should contact Financial Aid at Penn at: <http://www.admissions.upenn.edu/costs-financial-aid/financial-aid-at-penn> Graduate



students typically receive a multi-year package from a specific program or department. For more information, see: [http://www.upenn.edu/provost/graduate\\_admissions/finance/](http://www.upenn.edu/provost/graduate_admissions/finance/) Students at Penn can also apply for internships and field research funding through the Department of Anthropology, the Center for Undergraduate Research Funding, the Penn Cultural Heritage Center, and other specialized opportunities on campus.

**number of students in program:** 5-10 undergraduates; 4-5 graduate students at any given time.

**distance learning:** No.

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## Portland State University

**title of program:** Indigenous Nations and Native American Studies

- P. O. Box 751, Portland OR 97207 mail code XSB-NAS; 503-725-5920, fax 503-725-3953
- <http://www.pdx.edu/nas/>
- tva2@pdx.edu

**name\title of head\director:** Theodore Van Alst, Director

**degree(s) granted:** Major, Minor

**description of program offerings:** PSU's Indigenous Nations Studies (INS) Program was inaugurated in 2004 and presently offers a Minor in Indigenous Nations Studies. INS is an interdisciplinary program with coursework drawn from Anthropology, Art, English, History, Linguistics, Political Science, and other departments and schools. The substantive focus of this curriculum is the histories and cultures of American Indians, Alaska native, and Native Hawaiians. The minor is meant to serve three primary constituencies: students who have a serious academic interest in Native Americans and who wish to combine the study of Native Americans with their major; students who plan careers in Indian or native affairs; and students who have a nascent interest in Native Americans and wish to fulfill their general education requirements with courses in this area. This program prepares students to work for tribal governments and native-oriented organizations as professionals, or as informed professionals in organizations not specifically dedicated to native issues, but which interact with tribal governments on a government-to-government or business basis.

**areas of faculty interest\expertise:** [See above]

**resources available:** Native American Student and Community Center; AISES and UISHE chapters; Native American Student Services advisor; American Indian Urban Teacher Program.

**financial aid available to students:** [contact Portland State University]

**number of students in program:** approximately 40

**distance learning:** no

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## Purdue University

**title of program:** Native American and Indigenous Studies

- Purdue Native American Educational and Cultural Center, 903 5th St, West Lafayette, IN 47906; (765) 494-4540, fax (765) 494-9777
- <http://www.purdue.edu/naecc/academics/minor.html>
- [naecc@purdue.edu](mailto:naecc@purdue.edu)

**department in which housed:** School of Interdisciplinary Studies

**name\title of head\director:** Nancy J. Peterson, Head

**degree(s) granted:** Minor

**description of program offerings:** The Native American and Indigenous Studies (NAIS) minor, offered by the College of Liberal Arts is an interdisciplinary and interdepartmental minor that focuses on the history, cultures, religions, languages, arts, and literatures of American Indians of the Americas. Participating departments include History, Anthropology, English, and Linguistics. The NAIS Program exposes students to arts, cultures, histories, and literatures beyond the dominant narratives of western European culture and its legacy. A minor in NAIS can open doors to new and different ways of viewing the world, new approaches to the environment and science, new concepts in history, politics, and religion, new ways of telling stories, of maintaining families and cultures, and even perceptions of time and space.

**areas of faculty interest\expertise:** Native American and Indigenous history; archaeometallurgy; decolonizing and collaborative methodologies; contemporary American literature and culture; indigenous, endangered and minority languages.

**resources available:** American Indian Science and Engineering Society (AISES), Native American Student Association, Society for Advancement of Chicanos and Native Americans in Science, Hawaii Club.

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Queen's University

**department in which housed:** Languages, Literatures and Cultures

**title of program:** Indigenous Studies

- Department of Languages, Literatures and Cultures, Kingston Hall 416, 103 Stuart St., Kingston ON, K7L 3N6 Canada; (613) 533-2072, fax (613) 533-6496
- <https://www.queensu.ca/llcu/academics/academic-plans/indigenous-studies>
- [llcu@queensu.ca](mailto:llcu@queensu.ca)

**department in which housed:** Languages, Literatures and Cultures

**name\title of head\director:** Donato Santeramo, Head of Department

**degree(s) granted:** BA minor/ general

**description of program offerings:** A minor Plan in Indigenous Studies is an interdisciplinary degree, designed to draw together a range of course offerings on Indigenous history, culture, experience, language and ways of knowing from 14 departments within Arts and Science. This Plan will give both Aboriginal and non-Aboriginal students the opportunity to immerse themselves in Indigenous history and culture, to ensure that future leaders and policymakers have a solid foundation in the histories of First Nations, Métis and Inuit Peoples. Students expand their knowledge and understanding of Indigenous cultures, while developing professional skills such as innovative Indigenous approaches to learning and research to work with Aboriginal communities.

**areas of faculty interest\expertise:** Indigenous Studies.

**resources available:** Four Directions Aboriginal Student Centre, Aboriginal Studies library collection.

**financial aid available to students:** Available, contact Registrar Office and/or Four Directions Aboriginal Student Centre.

**number of students in program:** 39

**distance learning:** No.

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## St. Cloud State University

**title of program:** American Indian Studies Minor

- Ethnic Studies Department, 720 Fourth Avenue South, St. Cloud MN 56301; (320) 308-4928
- <https://www.stcloudstate.edu/programs/american-indian-studies/default.aspx>

**department in which housed:** Ethnic and Women Studies

**name\title of head\director:** Jeanne Lacourt, AIS Advisor [[jalacourt@stcloudstate.edu](mailto:jalacourt@stcloudstate.edu)]

**degree(s) granted:** Minor

**description of program offerings:** The Department of Ethnic Studies at St. Cloud State offers minors in Ethnic Studies, African American Studies, American Indian Studies, Asian Pacific American Studies, and Chicano/a Studies. Coming soon: Ethnic Studies Major.

**areas of faculty interest\expertise:** See above minor offerings.

**resources available:** Multicultural Student Services; Multicultural Resource Center; American Indian Center; Richard Green House; Movimiento Estudiantil Chicano/a de Atzlan (MEChA); All Tribes Council (ATC)

**financial aid available to students:** Yes.

**number of students in program:** [Information not provided.]

**distance learning:** [information not provided]

## St Lawrence University

**title of program:** Native American Studies

- 21 Romoda Drive, Canton, New York 13617
- <http://www.stlawu.edu/native-american-studies>

**name\title of head\director:** Melissane Parm Schrems, Coordinator

**degree(s) granted:** B.A. Minor

**description of program offerings:** We have courses in anthropology, biology, English, enviromental studies, global studies, government, history, performance & communication arts, and philosophy.

**areas of faculty interest\expertise:** [As above.]

**resources available:** Advisory Board for the Native American Studies Program (faculty/staff); Center for Diversity and Social Justice; First Peoples Students Alliance (student organization).

**financial aid available to students:** yes.

**number of students in program:** 0

**distance learning:** [information not provided]

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## College of St. Scholastica

**title of program:** American Indian Studies

- 1200 Kenwood Ave., Duluth MN 55811-4199; (218)723-6170
- <http://www.css.edu/academics/school-of-arts-and-letters/undergraduate-areas-of-study/american-indian-studies.html>

**department in which housed:** Department of History and Politics

**name\title of head\director:** Michael Sullivan, Program Director

**degrees granted:** B.A. minor.

**description of program offerings:** The American Indian Studies program, within the Department of History and Politics, provides opportunities for St. Scholastica students to study history, contemporary developments, tribal cultures, language and to interact with Indian professionals and peers.

The American Indian Studies minor is a 24-credit semester program designed to complement programs in a variety of different majors. The objectives of the major are: (1) to promote awareness and understanding of the history, culture, and philosophy of American Indians; (2) to recognize the different life experiences of American Indians; and (3) to improve the ability of students to integrate this knowledge with their future careers.

The Social Work and American Indian Studies programs have also collaborated to design a course of study that builds on traditional social work methods with specific knowledge about American Indians. The student is prepared more fully to understand the uniqueness of social work practice and American Indians through the study of cultural, social, and political problems that face American Indians. The beginning social work practitioner learns to be sensitive and skillful in intervention with individuals, groups, families, and large systems of this population.

**areas of faculty interest\expertise:** Social work, art, American Indian women, Ojibwe language and music.

**resources available:** A special center, the Indian Cultural and Resource Center, serves as the nucleus of the various Indian programs and activities. Indigenous Student Alliance Club is the students' club and involves itself in such activities as Indian Awareness Week, fund-raising, peer advising, and community outreach.

**financial aid available to students:** The Indian Scholarship Program is offered by the U.S. Bureau of Indian Affairs, often in cooperation with state education departments, for individuals of American Indian descent who meet eligibility requirements. The College also offers one additional scholarship for Indian students.

**number of students in program:** 12

**distance learning:** no

## St. Thomas University

**title of program:** Native Studies

- Program in Native Studies, St. Thomas University, Fredericton, New Brunswick E3B 5G3; (506) 460-0366
- [http://w3.stu.ca/stu/academics/departments/native\\_studies/](http://w3.stu.ca/stu/academics/departments/native_studies/)
- [granter@stu.ca](mailto:granter@stu.ca)

**name\title of head\director:** Roland Chrisjohn, Chair

**degree(s) granted:** B.A.

**description of program offerings:** Native language education; history; law; politics; social sciences; from an historical and materialist perspective.

**areas of faculty interest\expertise:** Native language immersion, Maritime history, constitutional law, land rights, Métis rights, suicide, racism, genocide, public health, colonialism, activism.

**resources available:** [information not provided]

**financial aid available to students:** Counselling services available to explore possibilities.

**number of students in program:** 30+

**distance learning:** Yes, in limited, specific areas.

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## San Diego State University

**title of program:** Department of American Indian Studies

- 5500 Campanile Drive, San Diego CA 92182; (619)594-6991
- <https://ais.sdsu.edu/>

**name\title of head\director:** David Kamper, Chair

**degrees granted:** B.A. Major and Minor

**description of program offerings:** A lower division course, American Indian Heritage, and upper division courses including American Indian Oral Literature, Federal Indian Law, Survey of Indian Languages, American Indian Women in American Society, American Indian Political Experience, Indian Peoples of California, American Indian Poetry and Fiction, American Indians Through Film and Television, American Indian History, Roots of Indian Tradition, American Indian Contemporary Issues, Historical, Cultural and Political Context of Tribal Gaming, American Indian Identity, Environmental Management, and Special Study.

**areas of faculty interest\expertise:** Federal Indian Law, American Indian history, American Indian languages, contemporary issues, tribal economic development, American Indian political issues, American Indian literature and American Indian religion, Tribal Governmental Gaming, cultural studies.

**resources available:** Native American Student Alliance, Elymash Yuuchaap Indigenous Scholars and Leaders Program, American Indian Recruitment and Mentoring Program, Sycuan Institute on Tribal Gaming, Community Relations Working Group; 18 reservations in San Diego County.

**financial aid available to students:** Only emergency financial aid.

**number of students in program:** 20-30

**distance learning:** Several classes are offered online, including American Indian Heritage, Written Communication, Expository Writing, US History from an American Indian Perspective, American Indian Contemporary Issues, and American Indian Identity.

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## San Francisco State University

**title of program:** Department of American Indian Studies

- 1600 Holloway Avenue, San Francisco, CA 94132; (415) 405-3928 / fax (415) 405-0496
- <http://sfsuais.sfsu.edu/>
- [aismain@sfsu.edu](mailto:aismain@sfsu.edu)

**name\title of head\director:** Robert Keith Collins, Chair

**degrees granted:** B.A. Major and Minor in AIS, AIS as part of a special major, AIS as an emphasis in the M.A. in Ethnic Studies.

**description of program offerings:** The department's educational mission and objectives have a special responsibility to Native peoples of California and the United States. California is the land on which the university and department rests; CSU is a public institution in the United States education system. Therefore, significant aspects of the program and curriculum are focused on Natives of California, US-Native politics, and North American Indian cultures with the aim of preparing students to work with Native groups and urban communities in California and the United States. The program also includes a comparative perspective and coalitional politics with Native peoples of U.S. occupied territories and more broadly within the Americas and the Pacific. It balances classroom education with an active community participatory learning component. Therefore, it best prepares students for going on to do graduate work or a number of different careers with Native peoples in not only California but internationally.

**areas of faculty interest\expertise:** American Indian law and politics; California Indian Studies; creative arts and the humanities; science, health, and the environment; community participatory learning. Faculty: Joanne Barker, Robert Keith Collins, Clay Dumont (affiliated), Andrew Jolivé, Phil Klasky, Melissa Nelson, John-Carlos Perea and Kathy Wallace.

**resources available:** Student Council of Intertribal Nations (student organization)

**financial aid available to students:** Jacques Johnet Scholarship for American Indians

**number of students in program:** 50 declared Minors; Major being implemented in 2007-08.

**distance learning:** [information not provided]

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## University of Saskatchewan

**title of program:** Indigenous Studies

- Dept. of Indigenous Studies, 142 Kirk Hall, 117 Science Place, University of Saskatchewan, Saskatoon, SK S7N 5C8; (306) 966-6209, fax (306) 966-6242
- <http://artsandscience.usask.ca/indigenousstudies/>



- [indigenous.studies@usask.ca](mailto:indigenous.studies@usask.ca)

**name\title of head\director:** Robert Innes, Graduate Chair

**degrees granted:** B.A.; B.A. Honours; M.A.; Ph.D.

**description of program offerings:** As an emergent discipline, Indigenous Studies is still in a formative stage. During its foundational era, Indigenous Studies has drawn heavily on a number of long-established disciplines, in particular Anthropology and History, and it has only just begun to take shape as an independent field of study. One sign of this evolution is the increasing number of tenure-track faculty and sessional instructors, who are Indigenous Studies graduates and specialists, as opposed to academics drawn from other fields of scholarship. From its multi-disciplinary foundation, Indigenous Studies is progressively acquiring an independent and unique basis for its teaching and research. Therefore, Indigenous Studies can no longer be accurately considered simply as a prescribed, interdisciplinary program, it is an evolving stand-alone field of enquiry that has, at its core, the sole focus of Aboriginal society and societies. Indigenous Studies is bounded only by the extent of Aboriginal society and societies and not by a parent discipline, or a single methodology or ideology. Another significant difference between Indigenous Studies and other disciplines is that other disciplines tend to examine Aboriginal societies exogenously, whereas Indigenous Studies attempts to understand them from within. Indigenous Studies holds that Aboriginal collectivities are unique localised social entities, who to be fully understood need to be considered in a national context and as integral to the global mosaic of Indigenous Peoples.

From this basis, Indigenous Studies at the University of Saskatchewan actively supports the promotion and definition of Indigenous Studies as an independent field of study that has at its core the scholarly enquiry into Aboriginal society and societies. The Department of Indigenous Studies seeks to provide an intellectual milieu where teaching and research are well grounded in the priorities and knowledge of Saskatchewan's Aboriginal communities, all the while placing them within the larger fabric of the Canadian Aboriginal experience and the emergent global, social phenomenon of indigeneity. Researchers and students in Indigenous Studies at the University of Saskatchewan explore and seek to understand the fundamental nature of Aboriginal society. As a centre of academic inquiry based on sound pedagogical and research principles, the Department of Indigenous Studies is striving to develop more expansive and innovative views on Indigenous Knowledge, going well beyond simple binaries like juxtaposing Indigenous knowledge in opposition to Western scholarship. Rather the Department has taken on the more challenging task of demanding excellence in conventional scholarship in addition to developing new and culturally appropriate methodologies and theories sourced in the Aboriginal life.

**areas of faculty interest\expertise:** The department has ten faculty members. Our areas of specialization include Indigenous health policies and administration; Indigenous political engagement and governance; northern development; contemporary kinship; intergenerational Indigenous feminisms; Indigenous feminist legal studies; Indigenous masculinities; Indigenous food sovereignty; Indigenous environmental management and

disaster risk reduction; Indigenous knowledge; anti-colonial research; transdisciplinary research methods and theory; and Cree language.

**resources available:** Aboriginal Students' Centre; National Native Access Program to Nursing (NNAPN); Indian Teacher Education Program (ITEP); Saskatchewan Urban Native Teacher Education Program (SUNTEP); Aboriginal Student Achievement Program (ASAP).

**financial aid available to students:** Good.

**number of students in program:** over 2000 students in courses, with between 35 - 50 majors, 5 M.A, 8 Ph.D.

**distance learning:** The department currently offers two courses online as well as multiple courses in rural and northern communities. For more information contact the Distance Education Unit (DEU) at <http://www.usask.ca/programs/colleges-schools/distance-education-unit/index.php>.

## Simon Fraser University

**title of program:** First Nations Studies

- The Department of First Nations Studies, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, V5A 1S6; (778) 782-4774
- <http://www.sfu.ca/fns/programs.html>
- [first\\_nations@sfu.ca](mailto:first_nations@sfu.ca)

**name\title of head\director:** Dr. Deanna Reder, Chair

**degree(s) granted:** Major program leading to a BA or Minor to complement a BA (with a Major, Joint Major, or with another Minor at the University).

**description of program offerings:** Major program leading to a BA in the Faculty of Arts and Sciences.

**areas of faculty interest\expertise:** Indigenous Perspectives on History and Public Policy; Indigenous Literatures; Archaeology; Indigenous arts and technologies, environmental Justice and Activism; Indigenous Perspectives on Sexuality and Gender; ethnobotany, ethnozoology, linguistics and First Nations language revitalization.

**resources available:** Office for Aboriginal Peoples; First Nations Students Association; Indigenous Students Centre.

**financial aid available to students:** See the SFU Financial Aid and Awards website - <http://www.sfu.ca/students/financialaid.html>.

**number of students in program:** n/a

**distance learning:** Two courses currently offered via distance education (1 lower division, 1 upper division).

## Sitting Bull College

**title of program:** Native American Studies

- Fort Yates Campus, 9299 Hwy 24, Fort Yates ND 58538; (701) 854-8000, fax (701) 854-3403
- <https://sittingbull.edu/>
- [info@sittingbull.edu](mailto:info@sittingbull.edu)

**name\title of head\director:** Michael Moore

**degree(s) granted:** B.A. Major

**description of program offerings:** The institutional mission of Sitting Bull College reads as follows: “Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.” The Bachelor of Arts in Native American Studies helps fulfill Sitting Bull College’s institutional mission by helping students not only learn and understand Ocethi Sakowin culture, values and language, but also by helping students apply such knowledge as a means of overcoming the challenges that our communities face today.

**areas of faculty interest\expertise:** Ochethi Sakowin Language; Ochethi Sakowin Tradition, Philosophy, and Spirituality; Native Sovereignty & Decolonization; Ochethi Sakowin Social & Kinship Systems.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

# Smith College

[See listing for **Five Colleges, Inc.**]

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## University of South Dakota

**title of program:** Native American Studies

- East Hall 301, 414 East Clark Street, Vermillion SD 57069; (605)677-5209
- <http://www.usd.edu/arts-and-sciences/native-american-studies/undergraduate>
- [nativestudies@usd.edu](mailto:nativestudies@usd.edu)

**name\title of head\director:** Elise Boxer, Program Coordinator

**degrees granted:** B.A. major and minor; B.A. with optional specialization available in Lakota Language

**description of program offerings:** Native American Studies offers a program of study grounding students in the fundamentals of the discipline as well as preparing them for the challenges that are unique to Native Peoples and Native Country, including the nation-to-nation relationship that exists between Native Peoples and modern states and non-state actors. The program is flexible enough for students to explore questions of major interest, to allow opportunities for meaningful undergraduate research, and to engage questions unique to Native Country through special topics courses. The program also includes specialization options in both Oceti Sakowin Oyate Studies (People of the Seven Council Fires, more commonly known as the Dakota/Lakota/Nakota people) and Lakota language.

**areas of faculty interest\expertise:** Historical and contemporary Lakota religion and ritual; ethnohistory; colonialism and indigenous identity; language.

**resources available:** South Dakota Oral History Center, Institute for American Indian Studies, Native American Cultural Center, and Tiospaye U. (student organization). The Native Studies program is also geographically located near the following Native homelands: Omaha, Ho Chunk, and Oceti Sakowin Oyate (Santee Sioux, Flandreau Sioux, Yankton Sioux, Lower Brule Sioux, Crow Creek Sioux, Upper Sioux, Lower Sioux, Shakopee Sioux, Prairie Island Sioux, Oglala Sioux, Rosebud Sioux, Cheyenne River Sioux, Standing Rock Sioux, Sisseton Wahpeton Dakota, and Spirit Lake Sioux). The program is located near the following Native colleges and universities: Sinte Gleska University, Oglala Lakota College, Sitting Bull College, Sisseton Wahpeton College, Cankdeska Cikana Community College, United Tribes Technical College, Nebraska Indian Community College, and Little Priest Tribal College.

**financial aid available to students:** Undergraduate scholarships.

**number of students in program:** 12

**distance learning:** no

## South Dakota State University

**title of program:** American Indian Studies Program

- South Dakota State University, College of Arts and Science, NAF 251 Brookings, SD 57007; (605)688-6236
- <http://www.sdstate.edu/american-indian-student-center/american-indian-studies-program>

**name\title of head\director:** Sarah Hernandez, Coordinator

**degree(s) granted:** Major and minor

**description of program offerings:** This is an interdisciplinary program with courses from nine different academic disciplines and a distinctive AIS course, Introduction to American Indian Studies. Courses from the following disciplines are included: Anthropology, English, Geography, History, Languages (Lakota -- 4 semesters available), Philosophy, Political Science, Religion, and Sociology.

**areas of faculty interest\expertise:** American Indian cultures, particularly Plains and D/L/Nakota cultures; American Indian literature of the past and present; Geography of the American Indians; History of American Indians and History of the American West; Lakota language; American Indian Philosophy; Tribal Governments and Politics; American Indian Religions; American Indians and Intergroup Relations.

**resources available:** Native American Advisor; Native American Club; Native American Advisory Committee (faculty, staff, and student membership -- provides recommendations for support and other services); library holdings, including videotapes of relevance to American Indians; 2 + 2 + 2 program linking tribal high schools, tribal colleges, & SDSU agricultural and consumer and family science programs.

**financial aid available to students:** In addition to the usual scholarships, workstudy, Pell grants, etc., funds for tutoring and emergency needs are available.

**number of students in program:** approximately 20-30.

**distance learning:** [information not provided]

## Southeastern Oklahoma State University

**title of program:** Native Studies Minor

- Southeastern Oklahoma State University, Dept. of Behavioral Sciences, PMB Box 4104, Durant OK 74701-0609; (580) 745-2376
- <http://homepages.se.edu/native-studies/>

**name\title of head\director:** Lauren Rowland, Director of Native American Institute

**degree(s) granted:** Minor

**description of program offerings:** Minor only

**areas of faculty interest\expertise:** Multicultural and Diverse issues, Assessment.

**resources available:** Annual Native American Symposium, Native American Student Visitation Day, Native American Student Council.

**financial aid available to students:** Harvey Foundation Scholarships, numerous scholarships for teacher education.

**number of students in program:** Common majors related to the Native Studies Minor include business, education and psychology. These major programs are consistently listed among the top 10 producers of Native American graduates each year by *Diverse Issues in Higher Education*.

**distance learning:** Yes.

## Southern Illinois University-Carbondale

**title of program:** Native American Studies

- 1263 Lincoln Drive, Carbondale IL 62901-6899; (618) 453-2121
- <http://cola.siu.edu/academics/undergraduate/native-american-studies/>

**department in which housed:** History

**name\title of head\director:** Gray H. Whaley, NAS Advisor & Contact person

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies minor is interdisciplinary, designed to provide undergraduates with an enhanced understanding of the culture, history, language, literature, and arts of Native Peoples of the Americas. The

minor consists of a minimum of 18 hours that are to be selected from the university's offerings on these topics and organized to reflect each individual student's interests.

**areas of faculty interest\expertise:** Peoples and Cultures of South America, Peoples and Cultures of the Native Southwest, Contemporary Native American Art, Pre-Columbian Art, Folktales and Mythology, American Indians and U.S. Empire.

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

## Southern Illinois University Edwardsville

**title of program:** Native American Studies

- Department of Anthropology, Southern Illinois University Edwardsville, Edwardsville IL 62026-1451; (618) 650-2157
- <http://www.siu.edu/artsandsciences/nativeamericanstudies/>
- [julzimm@siue.edu](mailto:julzimm@siue.edu)

**department in which housed:** Anthropology

**name\title of head\director:** Julie Zimmermann, Coordinator

**degree(s) granted:** Minor

**description of program offerings:** The interdisciplinary minor in Native American Studies consists of courses from anthropology, art, history, and philosophy..

**areas of faculty interest\expertise:** native cultures/material culture of the Great Lakes; Cherokee and Southeastern US ethnohistory; native North Pacific Coast songs, oral tradition, and philosophy; archaeology of native Illinois, the Midwestern US, and Mesoamerica; native North American art.

**resources available:** Service Learning projects, Museum Internships, and Undergraduate Research Scholarship opportunities.

**financial aid available to students:** Scholarships include the Johnetta Haley Scholarship.

**number of students in program:** 12

**distance learning:** no

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## Southern Oregon University

**title of program:** Native American Studies

- 1250 Siskiyou Blvd., Ashland OR 97520
- <https://sou.edu/academics/native-american-studies/programs/native-american-studies-minor/>
- [colleyb@sou.edu](mailto:colleyb@sou.edu)

**name\title of head\director:** Dr. Brook Colley, Chair

**degree(s) granted:** minor, certificate

**description of program offerings:** Interdisciplinary courses in participating departments: Anthropology, Psychology, Sociology, Social Science, History, English, Environmental Studies, History, and Youth Programs.

**areas of faculty interest\expertise:** Native American cinema(s), federal law and policies, Oregon tribes, Queer Indigenous Studies, Youth collegiate preparation summer program, Theater, and Wellness.

**resources available:** Native American Student Union, Resource Library, Full Publications and Native American Digital Archives.

**financial aid available to students:** Diversity Scholarship

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Southwest Minnesota State University

**title of program:** Indigenous Nations and Dakota Studies

- SS 103, Southwest Minnesota State University , 1501 State St., Marshall MN 56258; (507) 537-6224, fax (507) 537-6115
- <http://www.smsu.edu/academics/programs/americanindiandakotastudies/index.html>
- [socialscience@smsu.edu](mailto:socialscience@smsu.edu)



**department in which housed:** Social Science

**name\title of head\director:** Michele Sterner, Associate Director

**degree(s) granted:** Minor

**description of program offerings:** Indigenous Nations and Dakota Studies (INDS) promotes knowledge and awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. The program will study native cultures in general and with a special emphasis on the Dakota and Lakota people of the region. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from disciplines such as sociology, history, religious studies, anthropology, literature, and art. The INDS minor will serve both native and non-native students by broadening their knowledge of traditional and modern native history and culture. Besides work in traditional classes, students in the minor will participate in an immersive practicum involving area native communities.

**areas of faculty interest\expertise:** [information not provided]

**resources available:** [information not provided]

**financial aid available to students:** [information not provided]

**number of students in program:** [information not provided]

**distance learning:** [information not provided]

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## Stanford University

**title of program:** Native American Studies, Center for Comparative Studies of Race and Ethnicity

- Main Quad, Building 360, Stanford University, Stanford CA 94305; (650)723-8449
- <http://nas.stanford.edu/>
- [ccsreinfo@stanford.edu](mailto:ccsreinfo@stanford.edu)

**name\title of head\director:** Teresa D. LaFromboise

**degree(s) granted:** B.A. major and minor in Native American Studies

**description of program offerings:** An interdisciplinary curriculum drawn from courses (some including a service learning component) taught throughout the University, primarily in law, education, the social sciences and humanities.

**areas of faculty interest\expertise:** Anthropology, Psychology, Sociology, History, Education, Law.

**resources available:** The Native American Cultural Center, a student services unit, operates independently of Native American Studies, an academic program. However, NACC offers a wide range of activities, including a library, tutoring, social activities, a number of clubs, a computer cluster, and other activities related to the recruitment and retention of Native students. The University also sponsors a Native American theme house (Muwekma-Tah-Ruk) that is the residence for a mix of Native and non-Native students and has a residential education program devoted to NAS. The house operates independently of the NACC or NAS, though obviously there is a certain amount of overlap and cooperation among these units.

**financial aid available to students:** Through the University.

**number of students in program:** Last year we graduated 5 Native American students in either Native American Studies, Comparative Studies in Race and Ethnicity, or both. Currently, we have 1 Native American Studies major and 2 Native American Studies minors.

**distance learning:** no

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## State University of New York at Cortland

**title of program:** Native American Studies

- Sociology-Anthropology Department, P.O. Box 2000, SUNY College at Cortland NY 13045; (607) 753-5784 / FAX (607) 753-5694
- <http://www2.cortland.edu/departments/native-american-studies/>
- [loudane@cortland.edu](mailto:loudane@cortland.edu)

**name\title of head\director:** Dr. Ellis McDowell-Loudan, Dr. Daniel Radus, and Ms. Dawn Van Hall, Program Co-Coordinators

**degree(s) granted:** Minor

**description of program offerings:** The Native American Studies Minor provides a broad range of information about the indigenous or first people of the Americas. It surveys archaeological, cultural, historical, and current perspectives of and about Native Americans (or First Nations). This interdisciplinary program includes courses from Anthropology, Sociology, History, English, Music, Art, Psychology and Health

Departments. Some of today's important issues are emphasized and placed in the context of cultural history. One purpose of the minor is to introduce students to the tremendous richness and diversity that is present within today's Native cultures. The Native American Studies minor affirms the college's commitment, as a public university, to establish an academic program which supports the interest that many students have in Native American issues. The College works in partnership with representatives from Onondaga Nation to correct misconceptions about native people.

**areas of faculty interest\expertise:** Haudenosaunee (Iroquois), New York State Native American History, Eastern USA Native American/Canadian First Nations Archaeology/Ethnology/Ethnohistory, Maya Language/Ethnology.

**resources available:** Multicultural publications and audiovisual collection; Native American Film Festival, which features speakers involved in the production of the films, as well as activists and local leaders; opportunities to visit the Onondaga Nation Territory, as well as other Haudenosaunee Nation territories within our region are often planned. Guest speakers from many Native American cultures regularly are invited to the college to enrich the program. Native American musicians, artists, craftspeople, and storytellers make presentations on campus, providing added opportunities for students to meet these nationally and internationally known artists.

**financial aid available to students:** Admissions and Financial Aid Offices, SUNY Cortland, Miller Building ([www.cortland.edu](http://www.cortland.edu))

**number of students in program:** 2-4

**distance learning:** occasional online classes

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## State University of New York at Fredonia

**title of program:** American Indian Studies minor

- E304 Thompson Hall, 280 Central Ave., SUNY Fredonia, Fredonia NY 14063; (716) 673-3274
- <http://home.fredonia.edu/interdisciplinary/american-indian-studies>

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Jennifer Hildebrand, Ethnic Studies Coordinator

**degree(s) granted:** Minor

**description of program offerings:** 21 credit hours including Introduction to American Indian Studies and courses in Literature and History and electives from Anthropology, Art, Sociology, and Education.

**areas of faculty interest\expertise:** history, literature, poetry, music.

**resources available:** Native American Consortium, SUNY library system, reservation libraries.

**financial aid available to students:** National, State TAP, native scholarships.

**number of students in program:** 0

**distance learning:** no

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## State University of New York, College at Oswego

**title of program:** Native American Studies

- 307A Mahar Hall, SUNY Oswego, Oswego NY 13126; (315) 312-3290 x4190
- <https://www.oswego.edu/native-american-studies/node/1>
- [kevin.white@oswego.edu](mailto:kevin.white@oswego.edu)

**department in which housed:** Anthropology and Interdisciplinary Programs and Activities Center

**name\title of head\director:** Dr. Kevin J. White, Director

**degrees granted:** B.A. minor.

**description of program offerings:** Individual courses in Native American diversity, arts, literatures, and history; federal Indian law and policy, media images of Native Americans, contemporary issues, Iroquois history and issues. Independent study directed by faculty teaching in the program.

**areas of faculty interest\expertise:** Native American Philosophies and Worldviews, Haudenosaunee History and Culture, health issues, representations in film, Native American painting and sculpture, Native American literature, federal recognition.

**resources available:** The Native American Heritage Association is a student-run organization that provides a comfortable climate for Native students and educates the general student body about Native American cultures and issues. Penfield Library has an extensive collection of resource materials on Native American Studies, including the journals *American Indian Quarterly*, *American Indian Law Review*, and *Akwesasne Notes*, among others. Native American scholarships and internship guides.

**financial aid available to students:** Aid is available through the college. For more information call Kevin White at (315) 312-3290.

**number of students in program:** 5

**distance learning:** One course NAS 100 (often occasionally)

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## State University of New York at Potsdam

**title of program:** Native American Studies

- 125 MacVicar Hall, SUNY Potsdam, 44 Pierrepont Ave., Potsdam NY 13676; (315) 443-8785
- <http://www.potsdam.edu/academics/majors/Native-American-Studies>
- [stebbisa@potsdam.edu](mailto:stebbisa@potsdam.edu)

**department in which housed:** Interdisciplinary Studies

**name\title of head\director:** Alan Hersker, Interim Assistant Provost

**degree(s) granted:** B.A. Minor

**description of program offerings:** The Native Americans, Indian Images, Women in Native American Cultures, Mohawk Language I, II, III (students may fulfill their language requirement with Mohawk), Native Americans in Fiction and Film, Native American Literatures, History and Cultures of MesoAmerica . . . this is a sampling, varies by semester.

**areas of faculty interest\expertise:** Anthropology/archaeology, history, literature.

**resources available:** Native American Affairs Office, Potsdam Association of Native Americans (PANA), and CSTEP. For more information contact Sheila Marshall at [marshasm@potsdam.edu](mailto:marshasm@potsdam.edu).

**financial aid available to students:** Yes, both through the school and the Akwesasne Mohawk Reservation.

**number of students in program:** About 15 students enrolled in the minor; 82 Native American (Mohawk) students. Many students take many of the available classes, without declaring a minor.

**distance learning:** We do now have distance learning classes, though not specially in Native American Studies. Students can fulfill other college requirements through distance learning.

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## University of Sudbury

**title of program:** Indigenous Studies

- University of Sudbury, 935 Ramsey Lake Rd., Sudbury, Ontario P3E 2C6 Canada; (705) 673-5661 ext.413 (University of Sudbury is federated with Laurentian University and administers the Native Studies Program)
- <https://www.usudbury.ca/en/programs/indigenous-studies>

**name\title of head\director:** Brock Pitawanakwat, Chair

**degrees granted:** B.A. (General and Honours); Aboriginal Legal Education Certificate.

**description of program offerings:** Courses on tradition and culture, legal and political issues, Cree and Ojibwe, community organization, education, research, health, women's studies, economic development.

**areas of faculty interest\expertise:** Culture (Anishinaabe), Aboriginal-non-Aboriginal relations, political and legal issues, language (Ojibwa/Ottawa, Cree, Algonquin), education, health, and economic development.

**resources available:** Native Students Association, Native Student Lounge, Native Student Affairs. The University of Sudbury library has an extensive collection of books on Native American culture, history, languages, and politics.

**financial aid available to students:** Many entrance and in-course scholarships and bursaries are available from both Laurentian University and the University of Sudbury; financial aid is also available.

**number of students in program:** 35

**distance learning:** B.A. (General and Honours)

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## Syracuse University

**title of program:** Native American Studies program

- Native American Studies, 441 Hall of Languages, Syracuse University, Syracuse, NY 1244
- <http://thecollege.syr.edu/academics/interdisciplinary/NativeAmerican.html>
- [scsteven@syr.edu](mailto:scsteven@syr.edu)

**department in which housed:** Interdisciplinary Studies Program housed in the College of Arts and Science

**name\title of head\director:** Scott M. Stevens, Director

**degree(s) granted:** B.A. minor

**description of program offerings:** Fall 2015: Introduction to Native American Studies, Haudenosaunee Language & Culture, Indigenous Religions, Global Indigenous Issues.

**areas of faculty interest\expertise:** Consult the website:

<http://thecollege.syr.edu/academics/interdisciplinary/NativeAmerican.html>

**resources available:** Native Student Program(NSP)

(<http://multicultural.syr.edu/programs/nsp.html>); NSP Early Orientation; Indigenous Students at Syracuse University (ISAS <https://orgsync.com/10817/chapter>); Native American Learning Community (<http://lc.syr.edu/future-students/which-one/communities/indigenous-living.html>); Center for Native Peoples and the Environment (<http://www.esf.edu/nativepeoples/>); Haudenosaunee Emissary ([rrloder@maxwell.syr.edu](mailto:rrloder@maxwell.syr.edu)).

**financial aid available to students:** Haudenosaunee Promise Scholarship

([http://www.syr.edu/financialaid/scholarships/su\\_scholarships\\_list/haudenosaunee\\_promise.html](http://www.syr.edu/financialaid/scholarships/su_scholarships_list/haudenosaunee_promise.html)).

**number of students in program:** 21 minors in Spring 2014.

**distance learning:** Iroquois Linguistics for Language Learner course currently being developed.

## University of Texas, Austin

**title of program:** Native American & Indigenous Studies Program

- 305 E 23d St. CLA 2106 Stop C3000; (512) 232-3555
- <http://liberalarts.utexas.edu/nais>

**name\title of head\director:** Luís Cárcamo-Huechante, Director

**degree(s) granted:** Undergraduate Certificate and Graduate Portfolio Programs in Native American & Indigenous Studies

**description of program offerings:** The programs offer courses that allow our students to develop a broad and in-depth understanding of indigenous thought and indigenous issues. They also provide a community for NAIS students through social events, a brown bag series in which students present their work, and strong ties to student organizations.

**areas of faculty interest\expertise:** Linguistics, Anthropology, Spanish & Portuguese, Mexican American & Latino/a Studies.

**resources available:** NAIS Office, Undergraduate student organization NAIC, Graduate student organization NAIPA.

**financial aid available to students:** Summer research fellowships for graduate and undergraduate students.

**number of students in program:** 20 (15 graduate, 5 undergraduate)

**distance learning:** No.

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## University of Toronto

**title of program:** Indigenous Studies

- 563 Spadina Cres., 2nd Floor, Toronto, ON, M5S 2J7; (416) 978-2233
- [www.indigenoustudies.utoronto.ca](http://www.indigenoustudies.utoronto.ca)
- [indigenous.studies@utoronto.ca](mailto:indigenous.studies@utoronto.ca)

**name\title of head\director:** Susan Hill, Director

**degrees granted:** B.A. Hon. specialist, major and minor.

**description of program offerings:** Indigenous languages (Anishinaabemowin, Mohawk), Indigenous culture, history, spirituality, science, creativity, knowledges (including traditional ecological knowledge).

**areas of faculty interest\expertise:** Literature, language, cultures, history, anthropology, geography, social work, art and music.

**resources available:** First Nations House, Student Services, First Nations House magazine, speaker series, SAGE graduate education support.

**financial aid available to students:** Contact Admissions and Awards, 315 Bloor Street West, Toronto, Ontario M5S 1A3.

**number of students in program:** 173 undergraduate students at University of Toronto have declared specialization in Aboriginal Studies (59 minors, 90 majors and 24 specialists).

**distance learning:** no

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## Trent University



**title of program:** Department of Indigenous Studies

- Peterborough ONT, Canada K9J 7B8; (705)748-7610
- <http://www.trentu.ca/indigenous>
- [indigenoustudies@trentu.ca](mailto:indigenoustudies@trentu.ca)

**name\title of head\director:** David Newhouse, Chair

**degrees granted:** Diploma, B.A., M.A., Ph.D. We also offer *Specialization in Leadership, Niigaaniwin*, the art of leading, in collaboration with the Business Administration Program and a B.A.Hons or B.Sc., Hons, in *Indigenous Environmental Studies* in collaboration with the Indigenous Studies and Environmental Resources Studies Program.

**description of program offerings:** Theme: Learning to Work Together. Degrees, Diplomas and Specializations in Indigenous Studies, Indigenous Environmental Studies, (diploma or degrees, Studies or Science streams), Indigenous Leadership in Business, Indigenous Performance Studies, Foundations of Indigenous Learning Diploma (access program for Indigenous students). Principle areas of focus include: Indigenous Knowledge; Indigenous Ecological Knowledge; Languages, primarily Mohawk, Anishnaabemowin and Cree, but others supported; Business Leadership; Indigenous Performance Studies (only publicly funded Indigenous Performance program in Canada); Oral History and Contemporary Literature; Law, History, Politics and Contemporary Issues; Indigenous Education and Models; Approximately 25 undergraduate courses including Overview of Indigenous Studies; Politics, Governance, Law, Identity Development, Oral and Written Nishnaabemowin, Odawa, Ojibway, Oral & written Mohawk, Iroquoian Culture and Tradition, Women, Culture and Community, Education, Research Methods (Oral Histories, Community Based Research Methods), History (various nations); Contemporary Organizations (Leadership, Management and Organizational development); Literatures, Theatre, Traditional Knowledge, Indigenous Environmental Knowledge, Environmental Assessment in Communities.

Graduate courses (Masters and Doctoral) include seminars in Indigenous Knowledge, Governance, Indigenous Research Methods, History and Politics and Social and Culture Issues. Diverse areas of student research supported by diverse Indigenous and non-Indigenous faculty areas of research.

**areas of faculty interest\expertise:** Professors Emeritus/Elders: Marlene Brant-Castellano, Mohawk (Education, Research Methods); Edna Manitowabi, Anishnaabe-Kwe (Traditional Knowledge, Medicines, Women, Performance); Shirley Williams, Anishnaabe-Kwe (Ojibway Language, Residential School, TRC, Water teachings). Faculty: Nicole Bell, Anishnaabe-Kwe (Education, contemporary design of educational theory); Lynne Davis (Community development, Education and Alliances Development); Mark Dockstator, Oneida (Aboriginal Law and Governance); Chris Furgal (Northern Ecological and Indigenous Health, Inuit Knowledge systems); Michele Lacombe, Métis (Women writers of Canada, Women, Quebec); Dan Longboat, Roronhiake:wen,

Haudenosaunee (Traditional Ecological Knowledge); Don McCaskill (Education, International Indigenous Peoples); John Milloy (pre-and post- contact History, research methods, Indian Residential Schools); Marrie Mumford, Métis (Indigenous Arts and Literature, Performance); David Newhouse, Onondaga (Aboriginal Economies, Leadership, Business and Governance); Paula Sherman, Algonkian (History, Women, effects of Colonization and Allies; Skahendowaneh Swamp, Mohawk (Mohawk Language); Doug Williams, Anishnaabe (Director of Studies, Indigenous Studies Ph.D. Program).

**resources available:** First Peoples House of Learning; Trent University Native Association (student and alumni association since 1964); local Aboriginal organizations (Friendship Centre: Ngojwanong [place where the rivers meet]; Women's Centre: Nijikiwendidaa; Ontario Aboriginal Housing Services; Traditional area (sweats, tipi for ceremony and medicines); PhD Council; Aboriginal Education Council; 2 local Haudenosaunee First Nations and 4 Anishnaabe First Nations.

**financial aid available to students:** Government funding, as well as various University Bursaries and scholarships. Support to access Jay Treaty provisions for U.S.A. Native Students.

**number of students in program:** 1000 students in courses. Approximately 500 Aboriginal students out of total student population of 8500.

**distance learning:** Online availability: Anishinaabemowin, Indigenous - Settler History, Indigenous People and the State, Indigenous people and the News Media; resources growing in this area due to demand.

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## Valdosta State University

**title of program:** Native American Studies

- Valdosta State University, 1500 N. Patterson St., Valdosta GA 31698; (229)333-5494
- <http://www.valdosta.edu/colleges/arts-sciences/native-american-studies/>
- [nativeamericanstudies@valdosta.edu](mailto:nativeamericanstudies@valdosta.edu)

**name\title of head\director:** F. E. Knowles, Chair

**degree(s) granted:** B.A. Minor

**description of program offerings:** Multidisciplinary minor course of study that includes Anthropology, Law, Philosophy and History.

**areas of faculty interest\expertise:** Southeastern Indigenous Culture, Federal Indian Law, Indigenous Epistemology.

**resources available:** Four Directions student group.

**financial aid available to students:** None specifically assignable.

**number of students in program:** c. 24

**distance learning:** Under development; offerings will appear in the near future.

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## Vancouver Island University

**title of program:** First Nations Studies

- Department of First Nations Studies, Vancouver Island University, 900 5th St., Nanaimo, B.C., Canada V8R 5S5; (250) 753-3245
- <https://ah.viu.ca/first-nations-studies>
- [lauriemd@viu.ca](mailto:lauriemd@viu.ca)

**name\title of head\director:** Laurie Meijer Drees, Ph.D, Chair

**degree(s) granted:** B.A.; Diploma in First Nations Studies

**description of program offerings:** See:

<http://www.viu.ca/calendar/UniversityDegreeCompletion/bamajorsminors/firstnationsstudies.asp>

**areas of faculty interest\expertise:** Culture, History, Arts, Indigenous/Settler Relations, Governance, Family and Community, Environment, etc.

**resources available:** Elders in residence and in the classroom; Shq'aphthut (Gathering Place) on campus; Strong First Nations Community Support and Learning Community on Campus; Nearby Friendship Centres.

**financial aid available to students:** Generous funding for Indigenous students through the Mastercard and Rideau Foundations, as well as VIU based on various criteria.

**number of students in program:** [Information not provided.]

**distance learning:** So far, only relatively nearby "distance" locations.

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## University of Victoria

**title of program:** Indigenous Studies

- Indigenous Studies Minor Program, PO Box 3050 STN CSC, Victoria BC V8W 3P5 CANADA; (250) 472-5185
- <https://www.uvic.ca/humanities/indigenous/>

**department in which housed:** History

**name\title of head\director:** Christine O'Bonsawin

**degree(s) granted:** B.A. Minor

**description of program offerings:** The Faculty of Humanities and the Faculty of Social Sciences jointly offer an interdisciplinary program in Indigenous Studies intended to provide both indigenous and non-indigenous students with a core program incorporating indigenous world views and ways of knowing. This is a General Program leading to the BA degree. Students may obtain a Minor by completing the requirements for the General Program together with a Major or Honours program, or other degree program, in another department or faculty.

**areas of faculty interest\expertise:** Professor O'Bonsawin - Indigenous sport history; colonial/Indian relations and representations at world's fairs and Olympic Games; Indian policy

**resources available:** Office of Indigenous Affairs; LE, NONET: A Project to Support the Success of Aboriginal Students; First Peoples House.

**financial aid available to students:** none.

**number of students in program:** [n/a]

**distance learning:** no

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**title of program:** Indigenous Governance Programs

- University of Victoria, Faculty of Human and Social Development, PO Box 1700 STN CSC, Victoria BC V8W 2Y2 Canada; (250) 721-6438; ; fax: (250) 472-4724
- <https://www.uvic.ca/hsd/igov/>
- [igov@uvic.ca](mailto:igov@uvic.ca)

**faculty in which housed:** Human and Social Development

**name\title of head\director:** Taiaiake Alfred, Director

**degree(s) granted:** M.A. in Indigenous Governance (MAIG) and Ph.D. by Special Arrangement

**description of program offerings:** The Master of Arts in Indigenous Government is a multi-disciplinary leadership program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding governance and politics among Indigenous peoples, with a special emphasis on the nature and context of Indigenous peoples in Canada.

**areas of faculty interest\expertise:** Indigenous resurgence; Indigenous self-determination, decolonization, strategies for community regeneration; restoration of land-based cultural practices; Indigenous governance traditions;.First Nations politics; Indigenous internationalism.

**resources available:** See <http://web.uvic.ca/igov/index.php/admissions>.

**financial aid available to students:** The program offers 1-2 fellowships annually to applicants with the highest GPA upon entry into the program. Deadline for its application is January 15th, for the following September start date. Information on other scholarships and bursaries is found at this link to student financial aid: <http://registrar.uvic.ca/safa/>.

**number of students in program:** MAIG 22, PhD 11

**distance learning:** no.

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## Virginia Tech

**title of program:** American Indian Studies

- 644 McBryde, Dept. of Sociology, Virginia Tech, Blacksburg VA 24061; (540) 231-9596
- <http://liberalarts.vt.edu/academics/majors-and-minors/american-indian-studies-minor.html>
- [sacook2@vt.edu](mailto:sacook2@vt.edu)

**department in which housed:** Sociology

**name\title of head\director:** Dr. Samuel R. Cook, Director

**degree(s) granted:** Undergraduate Minor; graduate certificate

**description of program offerings:** We believe that any successful American Indian Studies program must do more than simply educate a general student body on American Indian cultures and issues in a sensitive way. We believe that our curricula must exist in conjunction with all university programs pertinent to American Indians, and must depend on the impetus of indigenous peoples working within and beyond the university.

**areas of faculty interest\expertise:** Native literature, history, anthropology.

**resources available:** [Information not provided]

**financial aid available to students:** n/a

**number of students in program:** [Information not provided]

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## University of Washington

**title of program:** American Indian Studies

- Box 354305, Seattle WA 98195; (206)543-9082
- <http://ais.washington.edu/>
- [native@uw.edu](mailto:native@uw.edu)

**name\title of head\director:** Dr. Christopher B. Teuton, Director

**degrees granted:** B.A. Major and Minor in American Indian Studies, Minor in Oceania and Pacific Islander Studies.

**description of program offerings:** The Department of American Indian Studies offers a major in American Indian Studies, a minor in American Indian Studies, and a minor in Oceania and Pacific Islander Studies. American Indian Studies approaches its teaching and research from a decolonized, community based, and global perspective. American Indian Studies faculty and students strive to develop innovative theories and methodologies that increase knowledge about Indigenous Peoples and support the needs of Indigenous communities. The department promotes faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and Peoples throughout the world.

**areas of faculty interest\expertise:** (See above.)

**resources available:** Washington State has 34 Indian tribes with 26 reservation communities, a growing population, and a number of inter-tribal and other related organizations, many with close ties to neighboring groups in Oregon, Idaho, Montana, and British Columbia and Alberta. Seattle is home to the regional Federal Archives with important tribal records. The University also has important archival and museum collections.

**financial aid available to students:** Special financial aid is available through the Equal Opportunity Program.

**number of students in program:** c. 60.

**distance learning:** not available at this time.

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## West Virginia University

**title of program:** Native American Studies

- PO Box 6284, Morgantown WV 26506-6284; (304) 293-4626, fax (304) 293-3041
- <https://nas.wvu.edu/>
- [Native\\_American\\_Studies@mail.wvu.edu](mailto:Native_American_Studies@mail.wvu.edu)
- twitter: WVU\_NASprogram
- <https://www.facebook.com/WVU-Native-American-Studies-Program-287569261271676/>

**name\title of head\director:** Bonnie M. Brown, Coordinator

**degree(s) granted:** Minor

**description of program offerings:** This is an 18-credit minor. Three lower division courses are required: Intro to Native American Studies, American Indian History, and Literature of Native America. Further, students complete 9 credits (typically three 3-credit courses) of upper division coursework to complete the degree. These credits can include independent study, internships, and field work.

**areas of faculty interest\expertise:** See the "faculty" listing on our website at [www.wvu.edu/~nas](http://www.wvu.edu/~nas) for an extensive listing of our interdisciplinary faculty committee.

**resources available:** See our website under the link "student resources," "ONAI," and many others.

**financial aid available to students:** See "student resources" link on our web menu; see also <http://indiancountrytodaymedianetwork.com/2012/09/01/too-many-scholarships-not-enough-native-students-applying-132188>

**number of students in program:** 20 minors

**distance learning:** Many online and travel courses are offered (such as Cherokee, NC, Alaska Yup'ik Village, Native Hawaii).

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## Western Carolina University

**title of program:** Cherokee Studies

- Anthropology & Sociology Dept., W.C.U., Cullowhee NC 28723, (828) 227-3841
- <https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/chokeee-studies/index.aspx>

**department in which housed:** Anthropology & Sociology

**name\title of head\director:** Ben Steere, Director

**degree(s) granted:** **B.A. minor** and **graduate certificate** in Cherokee Studies (contact Dr. Jane Eastman at [jeastman@email.wcu.edu](mailto:jeastman@email.wcu.edu) for more information); **M.A.** in American History, Cherokee Studies track (contact Alex Macaulay at [macaulay@email.wcu.edu](mailto:macaulay@email.wcu.edu) for more information); Culturally-Based Native Health **Certificate** (contact Dr. Lisa Lefler at [llefler@email.wcu.edu](mailto:llefler@email.wcu.edu) for more information).

**description of program offerings:** Cherokee History; Contemporary Cherokee Culture; Indians of North America; Native American Literature; Cherokee Language; Native Health Topics; Ethnobotany; various courses in area of expertise of Endowed Chair in Cherokee Studies.

**areas of faculty interest\expertise:** Cherokee Pottery; Cherokee Language Revitalization; Archaeology; Cherokee History; Native Healthcare; Cherokee Ethnobotany.

**resources available:** Di-Ga-Li-I, the Native Student Group; Judaculla Culture House, a specialized dormitory for students interested in Cherokee culture and language; library houses one of the largest Cherokee collections in the U.S.

**financial aid available to students:** Graduate assistantships.

**number of students in program:** 20.

**distance learning:** Yes. We are working toward offering more classes online. Please check <https://www.wcu.edu/engage/professional-enrichment/profdev/online.aspx> for new offerings each semester.

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**title of program:** M.A. in American History, Cherokee Studies Track

- History Dept., W.C.U., Cullowhee NC 28723; (828)227-3866



- <http://www.wcu.edu/Cherokeestudies/>

**department in which housed:** History

**name\title of head\director:** Elizabeth McRae

**degree(s) granted:** M.A.

**description of program offerings:** Cherokee History; Contemporary Cherokee Culture; Indians of North America; Native American Literature; Cherokee Language; various courses in area of expertise of Endowed Chair in Cherokee Studies.

**areas of faculty interest\expertise:** Cherokee and Southeastern Indians.

**resources available:** Native American Club; Library houses one of the largest Cherokee collections in the U.S.

**financial aid available to students:** Graduate assistantships.

**number of students in program:** 5-6.

**distance learning:** We do offer some coursework online: see <http://www.wcu.edu/Cherokeestudies/> to find out about what is being offered.

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## University of Western Ontario

**title of program:** First Nations Studies

- First Nations Studies Program, Social Science Centre 3207, Western University, Faculty of Social Science, London, ON CANADA N6A 3K7; (519) 661-2111 ext 86429, fax (519) 661-2062
- <http://firstnationsstudies.uwo.ca/>
- [fnsmain@uwo.ca](mailto:fnsmain@uwo.ca)

**name\title of head\director:** Janice Forsyth, Director

**degree(s) granted:** B.A. (3yr, 4yr, 4yr honours)

**description of program offerings:** We offer a minor, major, and honors module. Please see the website for further information.

**areas of faculty interest\expertise:** History, Borderlands, Health, Environment, customs and language (Mohawk and Ojibway).

**resources available:** First Nations Studies Reading Room and Video Collection; Indigenous Student Services with welcome centre; First Nations Student Association.

**financial aid available to students:** Yes, through the UWO and Indigenous Student Services; none specifically through the program.

**number of students in program:** average 40 annually.

**distance learning:** limited offerings.

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## University of Winnipeg

**title of program:** Department of Indigenous Studies

- 515 Portage Avenue, Winnipeg Manitoba, R3B 2E5; (204)786-9305
- <http://uwinnipeg.ca/indigenous-studies/index.html>

**name\title of head\director:** Jacqueline Romanow, Chair

**degree(s) granted:** B.A., M.A in Indigenous Studies

**description of program offerings:** (BA & MA) Indigenous Self-determination, International Rights of Indigenous Peoples, Indigenous Women and Resilience, Ethnoecology, Biocultural Diversity, Indigenous Research Methods, Cree and Ojibwa languages; Pathways to Indigenous Knowledge, and multidisciplinary offerings from other departments; (MDP) Indigenous Thought and Worldviews, Environment and Sustainability, Comparative Indigenous Health, Interactive Global Classroom; Indigenous Economic Development, Spatial Statistics, Indigenous Peoples, Globalization and Development, Human Security and Indigenous Development, Development Project Planning and Evaluation, Domestic and International Field placements.

**areas of faculty interest\expertise:** (BA & MA) Canadian Aboriginal/Indigenous policy, international indigenous rights, biopolitics of indigenous knowledge, community-based conservation and resource management, language rights, residential schools, economic impacts of Indigenous gaming, Indigenous peoples in Ecuador, Colombia, Nicaragua, India, Canada, United States, New Zealand. Faculty with backgrounds in Political Science, Law, Anthropology, Human Ecology, Sociology, Natural Resource Management, and Economics; (MDP) Foreign affairs and policy; international indigenous rights; resource development and environmental assessments; sustainable development; health economics; international development; financial services and poverty; food security; and indigenous knowledge. Faculty with backgrounds in Anthropology, Political Science, Geography, International Relations and Development, Geography, Natural Resource Management, Mathematics and Statistics, and Economics.

**resources available:** Aboriginal Student Centre, Graduate Employment Counselor.

**financial aid available to students:** Scholarships, Student Loan, Bursaries and Awards.

**number of students in program:** 40-50 in BA, 12-18 in MA.

**distance learning:** no

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**title of program:** Master's in Development Practice - Indigenous Development

- 515 Portage Avenue, Winnipeg Manitoba, R3B 2E5; (204)258-2998
- <http://mdp.uwinnipeg.ca>

**name\title of head\director:** Tamara Dionne Stout, Program Coordinator

**degree(s) granted:** MDP in Development Practice in Indigenous Development

**description of program offerings:** The MDP is a professional course-based interdisciplinary degree that equips graduates to practice environmentally-sustainable and indigenous-guided development. Courses examine the health, environmental, economic, and social dimensions of indigenous development. Students participate in a domestic and an international field placement.

**areas of faculty interest\expertise:** Foreign affairs and policy; international indigenous rights; resource development and environmental assessments; sustainable development; health economics; international development; financial services and poverty; food security; and indigenous knowledge.

**resources available:** CN Indigenous Resource Centre, Graduate Employment Counselor and Aboriginal Student Centre,

**financial aid available to students:** Scholarships, Student Loan, Bursaries and Awards.

**number of students in program:** 25 MDP students

distance learning: no

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## University of Wisconsin, Eau Claire

**title of program:** American Indian Studies Program

- American Indian Studies, Box 4004, Eau Claire WI 54702; (715) 836-6045
- <https://www.uwec.edu/academics/college-arts-sciences/departments-programs/american-indian-studies>
- [AIS@uwec.edu](mailto:AIS@uwec.edu)

**name\title of head\director:** Debra K. S. Barker, Director

**degrees granted:** B.A. Major, Minor, and Certificate in American Indian Studies.

**description of program offerings:** Ours is an interdisciplinary program in which faculty from American Indian Studies, History, English, Geography, Art, and Philosophy/Religious Studies teach cross-listed courses. We have a developed core curriculum that includes an Indigenous theory and methodologies course and a senior capstone to be completed in a Native community. Our program offers yearly Domestic Intercultural Immersion experiences in regional Native communities. We participate in special recruitment and retention initiatives for American Indian students through our program and the Office for Multicultural Affairs, and invite participation in the Inter-Tribal Student Council.

**areas of faculty interest\expertise:** Decolonial Studies, Wisconsin Indian history and culture, Native geographies, tribal government and sovereignty, American Indian art, American Indian languages and literature, education, curriculum development in American Indian Studies, American Indian representation in film, and American Indian voting. We are particularly proud of our Visiting Elders Program.

**resources available:** We value our collaborations with the Ho-Chunk Nation, Stockbridge-Munsee Mohicans, Lac Courte Oreilles (Chippewa), Lac du Flambeau (Chippewa), Red Cliff (Chippewa), Menominee Nation, and Sokaogan Ojibwe Mole Lake Indian communities. Our student organization, the Inter-Tribal Student Council, hosts an annual pow wow. Academic and faculty advisors work closely with students to support their social and academic success through cultural programming and advising.

**financial aid available to students:** There are several programs, including scholarships, available to American Indian Students.

**number of students in program:** Varies from year to year as our students graduate.

**distance learning:** We offer History 705 class for teachers, an online ethnobotany course entitled "Ojibwe women, eco-feminism, and botanical knowledge," and 4 semesters of Ojibwe language and an Ojibwe language camp course in the summer, which is offered for grad or undergrad credit. Anyone can watch our Ojibwe language classes for free from our website.

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## University of Wisconsin Green Bay

**title of program:** First Nations Studies

- 2420 Nicolet Drive, Green Bay WI 54311-7001; (920) 465-2937

- <http://www.uwgb.edu/fns/>
- [Poupartl@uwgb.edu](mailto:Poupartl@uwgb.edu)

**name\title of head\director:** Lisa M. Poupart, Chairperson

**degree(s) granted:** B.A. (Major and minor) in First Nations Studies; M.S. in Applied Leadership for Teaching and Learning (area of emphasis in indigenous education); Ed.D. in First Nations Education

**description of program offerings:** This is an interdisciplinary program that reflects the philosophy and holistic worldview of American Indian people. Students will learn about, preserve, and promote the identity of the indigenous populations of North America, with particular emphasis on the nations of the Western Great lakes. American Indian Elder knowledge and tribal oral traditions are a primary source for learning and teaching throughout all course offerings.

**areas of faculty interest\expertise:** Oneida Language; American Indian Education; oral traditional teaching and learning; Elder Epistemology and indigenous teaching methods; American Indian law and policy, American Indian internalized oppression, healing historical trauma, decolonization efforts, Haudenosaunee history and culture, Menominee history and culture, Anishinabeg history and culture, curriculum and instruction, Pk-16 and teacher education.

**resources available:** The Education Center for First Nations Studies; Oral Traditional Elder Scholars in Residence on campus; Intertribal Student Council; American Intercultural Center (student services, advising, gathering place for Native students); Oneida Language Project.

**financial aid available to students:** Yes, contact admissions office.

**number of students in program:** 20+ undergraduates, 15 doctoral students.

**distance learning:** Select classes provided on Saturdays, online, and in local tribal communities.

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## University of Wisconsin, Madison

**title of program:** American Indian Studies Program

- 315 Ingraham Hall, 1155 Observatory Dr., Univ. of Wisconsin, Madison WI 53706; (608) 263-5501
- <http://amindian.wisc.edu/>
- [ais@letsai.wisc.edu](mailto:ais@letsai.wisc.edu)

**name\title of head\director:** Larry Nesper, Director

**degrees granted:** Certificate in American Indian Studies.

**description of program offerings:** Regular offerings in American Indian Studies include folklore, archaeology, history, law, rural sociology, literature, anthropology, and social work.

**areas of faculty interest\expertise:** (See above.)

**resources available:** Extremely close to Ho-Chunk settlements; American Indian Student & Cultural Center; American Indian Studies Library; inter-institutional linkages with certain tribal colleges; Wunk Sheek (student organization), Indigenous Law Student Association, Council of American Indian Graduate and Professional Students, AISES, and American Indian Student Academic Services.

**financial aid available to students:** American Indian Alumni Scholarship, Wisconsin Indian Grant.

**number of students in program:** 150

**distance learning:** No.

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## University of Wisconsin, Milwaukee

**title of program:** American Indian Studies

- College of Letters and Sciences, PO Box 413, Milwaukee WI 53201; (414) 229-6686
- <http://uwm.edu/american-indian-studies/>
- [ais-info@uwm.edu](mailto:ais-info@uwm.edu)

**department in which housed:** Interdepartmental Studies

**name\title of head\director:** Cary Miller, Director

**degrees granted:** Major, certificate, and certificate in Anishinaabemowin

**description of program offerings:** This program offers courses cross-listed in several academic departments including English, History, Anthropology, Sociology, Education as well as stand-alone courses in AIS, offers three years of Anishinaabemowin language, does research in American Indian studies, publishes texts, etc. in American Indian Studies. Faculty also advise Graduate students at the MA and PhD level working on American Indian Studies projects within their respective departments.

**areas of faculty interest\expertise:** The western Great Lakes area is a focus of the department. We also have faculty concentrations in the department of English (three

faculty) and Anthropology (two faculty) and a particular interest in Indigenous language revitalization.

**resources available:** There are 11 Federally Recognized Tribes in the state of Wisconsin and approximately 10,000 American Indians living in the Milwaukee area. Milwaukee is also home to the Indian Community School.

**financial aid available to students:** BIA and Wisconsin Indian Grants are available to American Indian Students.

**number of students in program:** 3 majors, 5 certificate students

**distance learning:** [information not provided]

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## U of Wisconsin - Stevens Point

**title of program:** Native American studies Minor

- 464 College of Professional Studies, University of Wisconsin, Stevens Point WI 54481-3897; (715) 346 2449
- <http://www.uwsp.edu/sociology/Pages/minors.aspx>
- [hstmauri@uwsp.edu](mailto:hstmauri@uwsp.edu)

**department in which housed:** Department of Sociology & Social Work

**name\title of head\director:** Alton (Sonny) Smart, coordinator

**degree(s) granted:** Minor

**description of program offerings:** Wisconsin Indian Cultures, Native Cultures of North America, Native Peoples and Cultures of Mesoamerica, Contemporary Native American Cultures, Field Trips in Anthropology, American Indian Literature, The North American Indian, History of Architectural Design in the Americas, American Indian Environmental Philosophies, Native American Religions, Orientation to Native American Social Work.

**areas of faculty interest\expertise:** Anthropology, English, History, Architecture, Philosophy, Religious Studies, Sociology.

**resources available:** Native American Center, Learning Resource Center.

**financial aid available to students:** n.a.

**number of students in program:** 10

**distance learning:** [information not provided]

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## University of Wisconsin - Superior

**title of program:** First Nations Studies

- First Nations Center, UW-Superior, 3004 Swenson Hall, 1800 Grand Ave, Superior WI 54880; (715) 394-8358
- <https://www.uwsuper.edu/acaddept/hbjd/firstnations/index.cfm>

**department in which housed:** Human Behavior, Justice and Diversity

**name\title of head\director:** Shevaun Stocker, Department Chair

**degrees granted:** Minor only.

**description of program offerings:** The First Nations Studies Program seeks to promote an understanding and awareness of Indian people. The program provides the opportunity for Indians and non-Indians alike to increase their knowledge of the origin of Indian people in terms of history, culture, and philosophy.

**areas of faculty interest\expertise:** Tribal administration; Ojibwa language; American Indian values and spiritual beliefs; historical foundations of American Indian education; contemporary issues in American Indian society; American Indian counseling and social work.

**resources available:** Native Nations Student Organization, which sponsors such activities as field trips to local reservations, pow-wows, talking circles, potluck dinners, spiritual ceremonies, Sugarbush camp, canoeing, and a fall walk around.

**financial aid available to students:** While the Center provides no financial aid, the Center does help Native American students with the University's financial aid process. We also offer a \$1000 scholarship for Native students in their junior or senior year.

**number of students in program:** The Native American student population is 2% of the student body.

**distance learning:** Several courses available on-line.

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## University of Wyoming

**title of program:** American Indian Studies

- American Indian Studies Program, Department 4297, 1000 E. University Ave., University of Wyoming, Laramie WY. 82071; (307) 766-6521



- <http://www.uwyo.edu/aist/>
- [jaimea@uwyo.edu](mailto:jaimea@uwyo.edu)

**name\title of head\director:** Dr. Angela Jaime, Director

**degrees granted:** B.A. major and minor; M.A. minor; Ph.D. minor

**description of program offerings:** Interdisciplinary courses from a variety of areas including geography, sociology, anthropology, literature, language, and history.

**areas of faculty interest\expertise:** History, regional studies, contemporary issues, women, reservation land management, literature and tribal languages.

**resources available:** Support services for American Indian students; program library and student center; American Indian student club for Native students in all disciplines, and student/faculty club affiliated with the discipline of American Indian Studies; Elder-in-Residence Project.

**financial aid available to students:** McCarthy, Winner, and Thorpe Scholarships; The Northern Arapaho Endowment; The Chief Washakie Memorial Scholarship.

**number of students in program:** 8 undergraduate majors, 9 undergraduate minors; 6 graduate minors (both M.A. and Ph.D.).

**distance learning:** a variety of classes online, through UW's Outreach School.

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## York University

**title of program:** Multicultural and Indigenous Studies

- 302 Atkinson, York University, 4700 Keele Street, Toronto, Ontario, Canada M6H 1P3; (416) 736-5235
- <http://indigenous.des.laps.yorku.ca/>
- [deqs@yorku.ca](mailto:deqs@yorku.ca)

**department in which housed:** Equity Studies

**name\title of head\director:** Dr. Bonita Lawrence

**degree(s) granted:** B.A. in Indigenous Studies; Certificate in Indigenous Studies

**description of program offerings:** Interdisciplinary courses related to a range of areas in Indigenous Studies.

**areas of faculty interest\expertise:** Urban, Non-status and Métis Identities, Indigenous Justice, First Nations Music, Indigenous literature; Indigenous Film Studies; First Nations/Native American Histories, First Nations Politics, Indigenous Methodologies. Anishinaabemowin and Mohawk languages to be offered by 2019-20.

**resources available:** Centre for Aboriginal Student Services  
(<https://www.facebook.com/yorkuaboriginal/>); York Aboriginal Student Association  
(<https://www.facebook.com/AboriginalSAY>)

**financial aid available to students:** no

**number of students in program:** Usually about 20 students either in the Undergraduate program or the certificate.

**distance learning:** Indigenous Film Studies is online, several other courses are blended (part classroom/part online).

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**title of program:** Intensive Program in Aboriginal Lands, Resources and Governments Indigenous law (<https://www.osgoode.yorku.ca/programs/juris-doctor/jd-admissions/aboriginal-applicants/>)

**department in which housed:** Osgoode Hall Law School

**degree(s) granted:** Juris Doctor (J.D.), L.L.M, Ph.D.

**financial aid available to students:** internal bursaries for law students

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**title of program:** M.Ed. in Urban Indigenous Education  
(<http://edu.yorku.ca/academic-programs/graduate-studies/degrees-diplomas/master-of-education/urban-indigenous-education/>)

**department in which housed:** Faculty of Education

**name\title of head\director:** Dr. Susan Dion

**financial aid available to students:** no

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## MEMORANDUM

Office of Academic Planning & Budget  
2107 Murphy Hall  
140501

To: Dean Darnell Hunt, College of Letters and Science, Division of Social Sciences  
From: Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget  
Date: February 22, 2021  
Re: Resource Analysis for American Indian Studies IDP Departmentalization

Dear Dean Hunt:

I am writing in response to the request from the American Indian Studies (AIS) IDP for a resource analysis of the proposal to convert the academic IDP in AIS to an academic department called the American Indian Studies Department. The goal of departmentalization will enable growth in the emerging field, competitive recruiting and retaining of top scholars and students, and provide faculty the power to better define the future of AIS at UCLA.

The proposal states no additional resources for faculty, staff, space, or equipment will be required for departmentalization. My office's review indicates there will not be any significant budgetary implications resulting from the proposed changes. While the program is currently in a sound financial position, it does not have excess funds to support any additional expenses indefinitely. I do not feel that these changes will have a materially adverse effect on the campus budget and I support the proposed department conversion.

Please do not hesitate to contact me should you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "JR" followed by a stylized flourish.

Jeff Roth  
Associate Vice Chancellor  
Academic Planning and Budget

	GENERAL FUNDS (19900) FY 2019-20	Total Operating Funds & Reserves FY 2019-20	GENERAL FUNDS (19900) FY 2020-21	Total Operating Funds & Reserves FY 2020-21	GENERAL FUNDS (19900) FY 2021-22	Total Operating Funds & Reserves FY 2021-22
General Fund Perm	84,278	91,445	73,416	78,583	73,416	78,583
General Fund Temp	144,935	195,472	323,185	375,039	335,720	390,976
General Fund Source	229,213	286,917	396,601	453,622	409,136	469,559
Indirect Cost Distributed Source	-	3,600		4,493		3,300
University Financial Aid Source	-	68,131		76,286		84,589
Gifts and Endowments Source	-	13,926	-	20,318	-	20,000
<b>Total Revenues</b>	<b>229,213</b>	<b>377,574</b>	<b>396,601</b>	<b>554,719</b>	<b>409,136</b>	<b>577,448</b>
Total Salaries & Wages	194,338	232,113	233,268	269,139	245,803	283,826
Total Benefits	33,725	114,229	116,087	131,920	125,636	142,419
Total Compensation	228,063	346,342	349,355	401,059	371,439	426,245
Total Operating Expenses	5,420	50,617	7,259	37,387	74,533	103,450
Total Compensation and Operating	233,483	396,959	356,614	438,446	445,972	529,695
<b>Total Expenditures</b>	<b>233,483</b>	<b>396,959</b>	<b>356,614</b>	<b>438,446</b>	<b>445,972</b>	<b>529,695</b>
<b>Surplus/(Deficit)</b>	<b>(4,271)</b>	<b>(19,385)</b>	<b>39,987</b>	<b>116,273</b>	<b>2 of 2 (62,836)</b>	<b>47,753</b>
Carryforward	121,246	138,139	116,975	118,755	156,962	235,028
<b>Ending Balance</b>	<b>116,975</b>	<b>118,755</b>	<b>156,962</b>	<b>235,028</b>	<b>120,126</b>	<b>282,780</b>



Darnell Hunt  
 Dean of Social Sciences  
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To: Jeffrey Lewis, Chair  
 College Faculty Executive Committee  
 From: Darnell Hunt, Dean  
 Division of Social Sciences  
 Date: March 30, 2021  
 Re: Proposed Departmentalization of American Indian Studies

Dear Professor Lewis:

I am writing to express my strong support for the proposal to departmentalize our longstanding interdepartmental program in American Indian Studies. The IDP is one of the oldest and highly ranked academic units in the nation focused on American Indians and Indigenous people in California and beyond. Rooted in 1960s protest movements, American Indian Studies at UCLA has grown today into a program that boasts an outstanding affiliated faculty representing over 20 tribal communities — colleagues responsible for the greatest research and publication output of any American Indian Studies unit in California or the nation. The IDP currently offers a BA, minor and MA in American Indian Studies, as well as popular courses that fulfill UCLA general education requirements. Its sister ethnic studies units, which are also housed in the Division of Social Sciences, departmentalized years ago. Long overdue, departmentalization of American Indian Studies would enable the program to grow beyond its current 20 majors by providing the unit with more control over its curriculum, the hiring of faculty, and ultimately, its intellectual trajectory.

UCLA's strong reputation in the social sciences is a direct reflection of the overall excellence that defines the campus's large and diverse program offerings — 15 departments and/or interdepartmental degree programs, five of them ranked in the top 10, another three in the top 16, and the remainder on the rise. But where UCLA's social science offerings really stand out compared to its top peers' is in ethnic and racial studies. UCLA is the only campus to feature strong academic programs in African American Studies, American Indian Studies, Asian American Studies, and Chicana/o and Central American Studies — each focusing on the specific concerns and legacies of groups essential to California's diversity. Departmentalization of American Indian Studies would place the unit on equal footing with its sister ethnic studies units and deepen UCLA's competitive advantage in the social sciences.

Departmentalization of AIS also aligns closely with UCLA's mission as a public, land grant institution situated in a metropolis with the nation's largest urban American Indian population. The new department will specialize in the training and research needs of Indigenous communities, thus forging a stronger bond between American Indian Studies at UCLA and important but often overlooked

stakeholders in the region. UCLA's Division of Social Sciences is particularly committed to engaging with Los Angeles and its diverse and vibrant communities as inspiration for the engaged scholarship that motivates our faculty and students. Departmentalization of American Indian Studies would further this engagement in significant ways.

A resource analysis by Academic Planning and Budget supports departmentalization of American Indian Studies. Not only did it find that the program is currently in a sound financial position, but it also projects that departmentalization would have no materially adverse impact on the University's budget. While space is perhaps the scarcest resource on campus, the proposal notes that the longstanding, collaborative relationship between the program and the American Indian Studies Center, which houses it in Campbell Hall, would continue after departmentalization. The proposal advocates for the hiring of five ladder track faculty over the course of ten years — which I think is a reasonable ask if we are able to partner with other units in the Division for split appointments and take advantage, where possible, of the subsidy provided by the hiring of former UC President's postdoctoral fellows. Of course, American Indian Studies is already well-resourced with respect to faculty, boasting 43 affiliated colleagues. This includes 17 core members who serve on the IDP's faculty advisory committee, teach courses, and serve on MA committees. Moreover, 16 of the affiliated faculty members have already submitted letters of commitment in support of the proposal to either move part of their FTEs to the new department or to seek a 0 percent joint appointment in it.

In closing, I would be remiss if I didn't address a 2015 Academic Senate recommendation that American Indian Studies not departmentalize due to insufficient enrollments and majors. Instead, the Academic Senate proposed that one way we might address American Indian Studies' need to control its own intellectual trajectory would be to provide the unit with its own FTE. But the Academic Senate has subsequently taken this option off the table with its opposition to IDPs at UCLA holding FTE. Meanwhile, two of our most prominent peers, the University of Michigan and UC Berkeley are building in the area of American Indian and Indigenous Studies. And the more than 2000 participants from 20 countries who attended the 2018 annual meeting of the field's major association our IDP hosted at UCLA speak to the growing demand for offerings in the field. Departmentalization of American Indian Studies at UCLA would situate the unit in a stronger position as it endeavors to meet this demand and extend its leadership role in the field. I strongly support the proposal to do so.

Sincerely,



Darnell M. Hunt, PhD  
Dean of Social Sciences